

1.1 CURRICULAR DESIGN AND DEVELOPMENT

1.1.1.State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The objectives of the institution are clearly stated, periodically reviewed, and communicated systematically to all its constituents.







The objectives of the institution reflect contemporary educational needs and are relevant to regional/national/international demands.

OBJECTIVES

Domains of Mission	Description of Objectives
ACADEMIC	<ul style="list-style-type: none"> ❖ To mould academically excellent and professionally competent teachers equipped with proper conceptual understanding and functional efficiency intertwined with scientific temper appropriate for the new world order ❖ To enable the students to create learning opportunities that are adapted to diverse contexts and learners inside and outside the classrooms. ❖ To conceptualize and practically apply formal and informal evaluation strategies to assess the continuous all-round development of the learners ❖ To instill a research based academic culture through implementation of issue based problem solving approach in the student teachers ❖ To enhance the professional competence of teacher educators and master degree scholars through action research and other collaborative activities

GLOBAL/ NATIONAL/ SOCIAL	<ul style="list-style-type: none"> ❖ To promote the spirit of fellowship among students across culture, caste and creed to equip them to meet the National and Global demands and challenges. ❖ To promote commitment and adherence to national values through meaningful actions upholding constitutional obligations ❖ To up-lift the educationally backward/ weaker/minority sessions of the society through meaningful actions. ❖ To uphold the habit of learning to live together in a complex modern world of pluralism and multi ethnic-linguistic diversity
ENVIRONMENTAL	<ul style="list-style-type: none"> ❖ To impart conscientisation on conservation of environmental diversity and preventive measures of over exploitation of natural resources. ❖ To develop an eco-friendly and pollution free lifestyle inside and outside the institution <p>To develop a positive attitude towards sustainable development.</p>
PERSONAL	<ul style="list-style-type: none"> ❖ To empower the students through the development of integrated personality characterized by leadership qualities, commitment, and ethical professionalism. ❖ To acquire proficiency in teaching, research, extension and counseling and guidance services leading to excellence in classroom/teacher education practices
ETHICAL	<ul style="list-style-type: none"> ❖ To train the new generation teachers to perceive and transfer the cultural, social and spiritual values of the society. ❖ To help the students to strengthen their varied base of universal value system in the light of spiritual and emotional intelligences and cultural ethos of the best from east and west.
AESTHETIC	<ul style="list-style-type: none"> ❖ To develop the capabilities among the students to appreciate and interpret the environment within and outside them. ❖ To promote the designing, composition and performance of cultural and art forms on and off the stage in varied dimensions ❖ To generate a holistic vision of <i>Loka Samastha Sukhino Bhavanthu</i> through enhancement of appreciation of <i>Sathyam, Sivam and Sundaram</i>

MAJOR CONSIDERATIONS ADDRESSED BY THE OBJECTIVES

-  **Intellectual, Academic and Training:-** By using the state-of-the-art facilities provided by the institution in tune with the stipulations and guidelines of NCTE, the institution is committed to provide the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers. The institution always promotes the human resource of the college in translating their resourcefulness to meaningful realization of learning experiences to student teachers and master degree scholars with a view to ensuring proper training and realising attitudinal modification required for a teacher of the twenty-first century.
-  **Equity and access to the disadvantaged:-** A hallmark of the college is equal opportunity for all irrespective of caste, creed, colour, social status, language and gender. The statutory guidelines of the controlling and monitoring authorities of the institution in this regard are strictly followed. In addition to those special initiatives to empower the weaker and marginalized sections among the student population is under taken by the college.
-  **Self Development:-** Ample opportunities are provided by the college to discover and develop the innate, inherent interest and talents of each and every one of the student population. Self expression through academic output and creative presentations are promoted through the platform of various internal forums throughout the course.
-  **Community and National Development:-** A work culture of promoting social commitment to strengthen the feeling of togetherness among diversity is prevailing in the academic atmosphere of the institution. The college upholds the modern outlook of “Think global & act Local” principle to contribute to National and International development and universal brotherhood.
-  **Ecological and Environmental Issues:-** The trait of institutional environment is pollution free, calm, and serene atmosphere. The mandatory part of the rules and regulation of the institution helps to maintain it as a plastic, smoke, litter and substance abuse free campus. The solitude provided by the dense green vegetation, surrounding the campus is highly conducive for contemplative learning and action. The broader perspective of sustainable development is thus intrinsic in nature to the institution.
-  **Value Orientation:-** The functioning of college length and breadth is value based. The various dimensions of values – ethical, spiritual, emotional, social and environmental are well integrated in the various learning experiences provided in the institution in and outside the classrooms. The eclectic experience acquired by students in the institution are in total value driven

Employability of Candidates: - Competency through skill generation and behavioural grooming through attitude formation to face the future challenges in teaching are well addresses by the institution. In addition to the prescribed mandatory curriculum several value addition avenues are in operation in the teacher development activities of the college. The institution also offers placement assistance to the candidates. The demand of *Theophilites* in the teacher market of the state and beyond is a clear indication of ‘Employability’ consideration of the institution.

Global Citizenship:- keeping in view with the Indian thought “Lokasamastha Sukhinobhavanthoo” the college always tries to maintain an institutional culture open to the best of the East and West. The gradually strengthening National and International collaborative ventures add more possibility in this dimension. Cutting across the geographical boundaries of the nation, the alumni of the college functions as the living testimonials to the global outlook acquired from the college at different parts of the world.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)

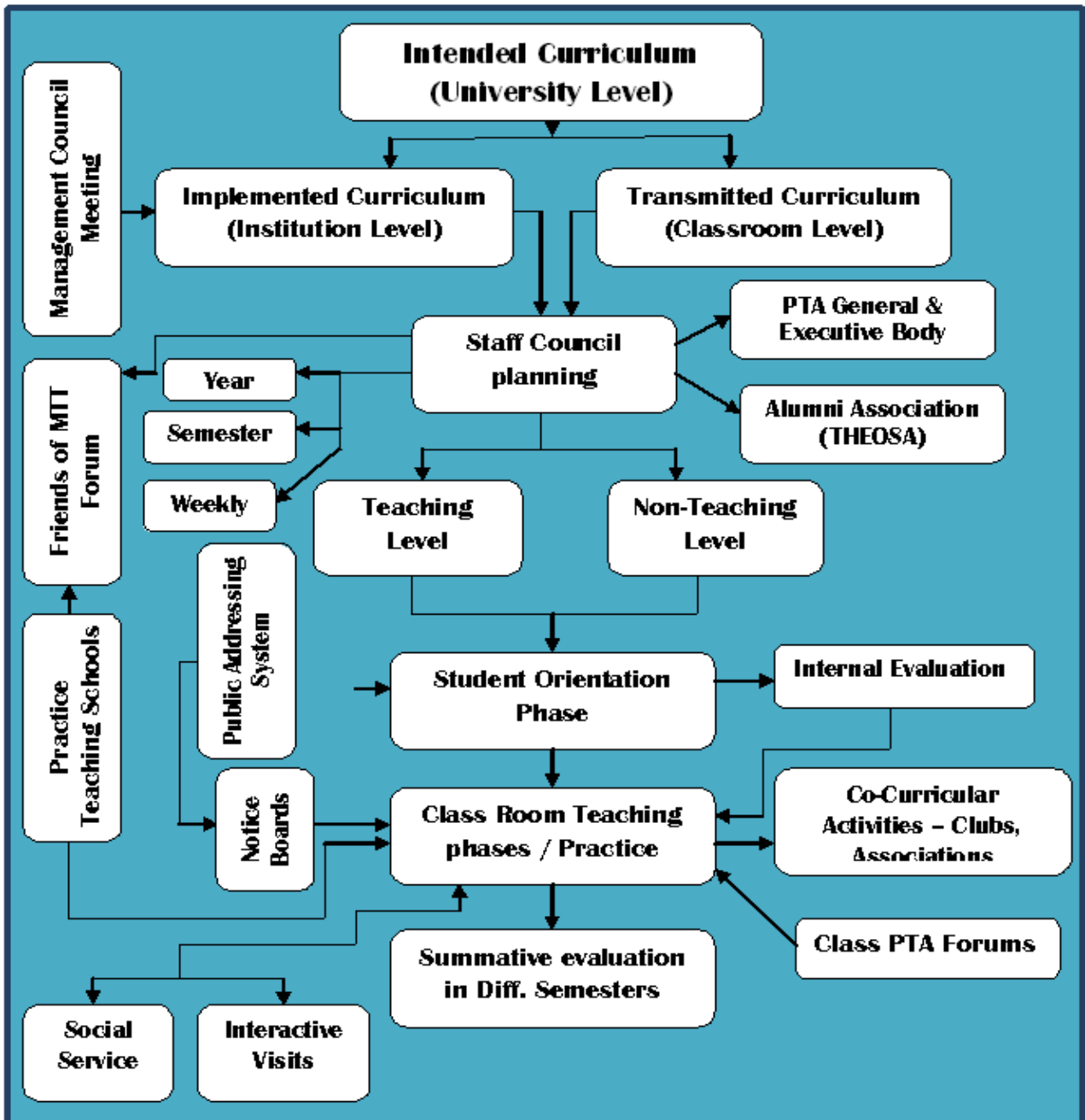
The academic syllabus for B. Ed. and M.Ed. courses are developed by University of Kerala and the same is circulated to the affiliated colleges by the University. Although there is no direct role of the college in syllabus development process, the college put forward suggestions for making improvements in curriculum when it is decided by the University. Thus the institution is abided by the regulatory statutory bodies, the modifications made by these competent authorities are brought to the action.

Institution has established “Curriculum Review & Reform Committee” at the College. The faculties who have participated in Integrated National Curriculum for teacher education programme initiated by State Government are members of this committee. The committee consists of the following members:

Sl.No	Name	Designation
1	Dr.(Sr.) Mercykutty A	Chairman
2	Dr. Esther Gladiz	Secretary
3	Dr. K Y Benedict	Subject expert
4	Dr. Giby Geevarughese	Subject expert

Planning of the curriculum:- Based on the goals and objectives of the course and feedback received from the stakeholders, curriculum planning committee plans activities ahead of the course.

The following diagram indicates the general flow of curriculum planning and implementation at the college level



Preparing of the curricular plan:- (Annual, weekly, monthly, daily plan):- The course planning committee constituted by the senior staff members and the Principal, prepares annual, monthly, weekly, daily plan and a comprehensive calendar well in advance .

Refer Appendix 6

Execution of the curricular plan:- For the proper implementation of the curricular aspects of the course, various committees, associations and clubs are constituted. These organs work in collaboration with each other.

Evaluation of the curriculum:- Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course . Evaluation performance is administered periodically and collects feedback and suggestions from its stakeholders and modifications are done accordingly.

The committee accepts the feedback and suggestions about the existing curriculum of the course from all the faculty members, members of Alumni Association, student-teachers of current session, teachers & heads of practice teaching schools and academic experts, on a prescribed format/ questionnaire.

After compiling, analyzing and evaluating the feedback, on curriculum the suggestions are recommended to Kerala University, for the modifications.

For ensuring the range of program options available to the students, the institution, practices various feedback/assessment mechanisms from its beneficiaries. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis.

- ▶ **SWOT Analysis:-** The institution practices various procedures in the initiation, review, and redesign of the curriculum. SWOT analysis sheet is administered to the student teachers, PTA and Alumni for identifying the strength and weakness of the course
- ▶ **Bench marking procedure:-** Bench marking activity has been applied effectively by finding the best practices – in class, institutions and using the information as a basis for goals, strategies, and implementation to improve performance.

The following are the steps for benchmarking procedure

- ✿ Setting the platform- Internal and external platforms /institutions are selected for incorporating the best practices. Online benchmarking is also considered.
- ✿ Identifying the aspects to benchmark - academic and non-academic aspects are taken.
- ✿ Need assessment / identifying the problem areas/thrust areas - quality sustenance and enhancement are the need of the hour.
- ✿ Teaching, training research and extension are the major thrust areas
- ✿ Consult with experts – consultation is done with experts in the concerned area and the best practices are adopted as per the need.
- ✿ Study their best practices – pros and cones are analysed, discussed and submitted for the approval of the curriculum committee
- ✿ Implementation of benchmark – after giving proper orientation to the teacher educators, the best practices are implemented.

- ▶ **Monitoring & Evaluation:-** Proper supervision and evaluation is done by the management committee and the curriculum committee.
- ▶ **Curricular mapping:-** The institution uses the curriculum mapping for the effective implementation of the curriculum planning designed at the beginning of each academic year. This mapping enhances the process of curriculum development. Month wise, unit-wise, content-wise and evaluation oriented distribution of curriculum helps a lot to enable the teacher educators in the smooth functioning of curricular activities.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The college plans and implements activities that are helpful in acquainting the students with global trends in Teacher Education.

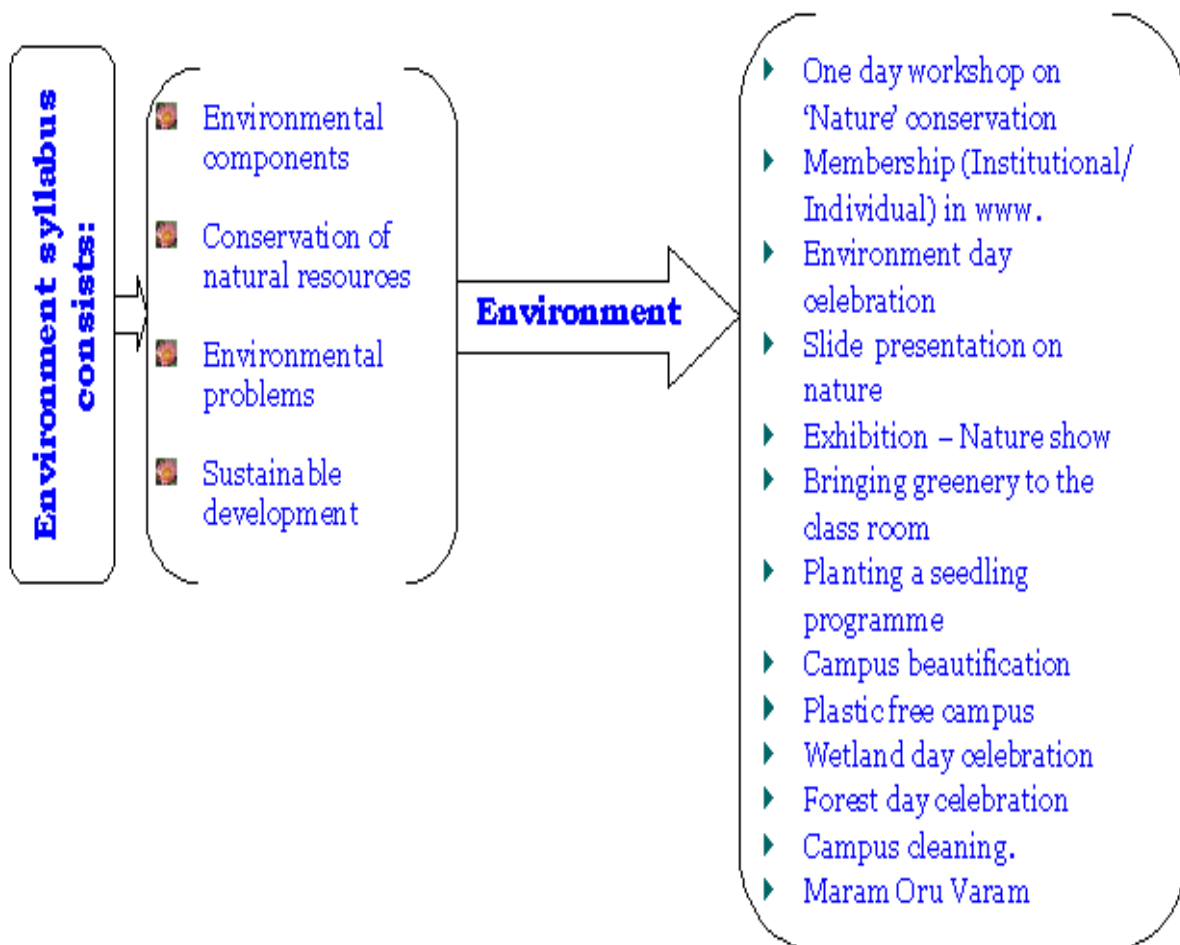
The global trends in Teacher Education in the existing curriculum are :

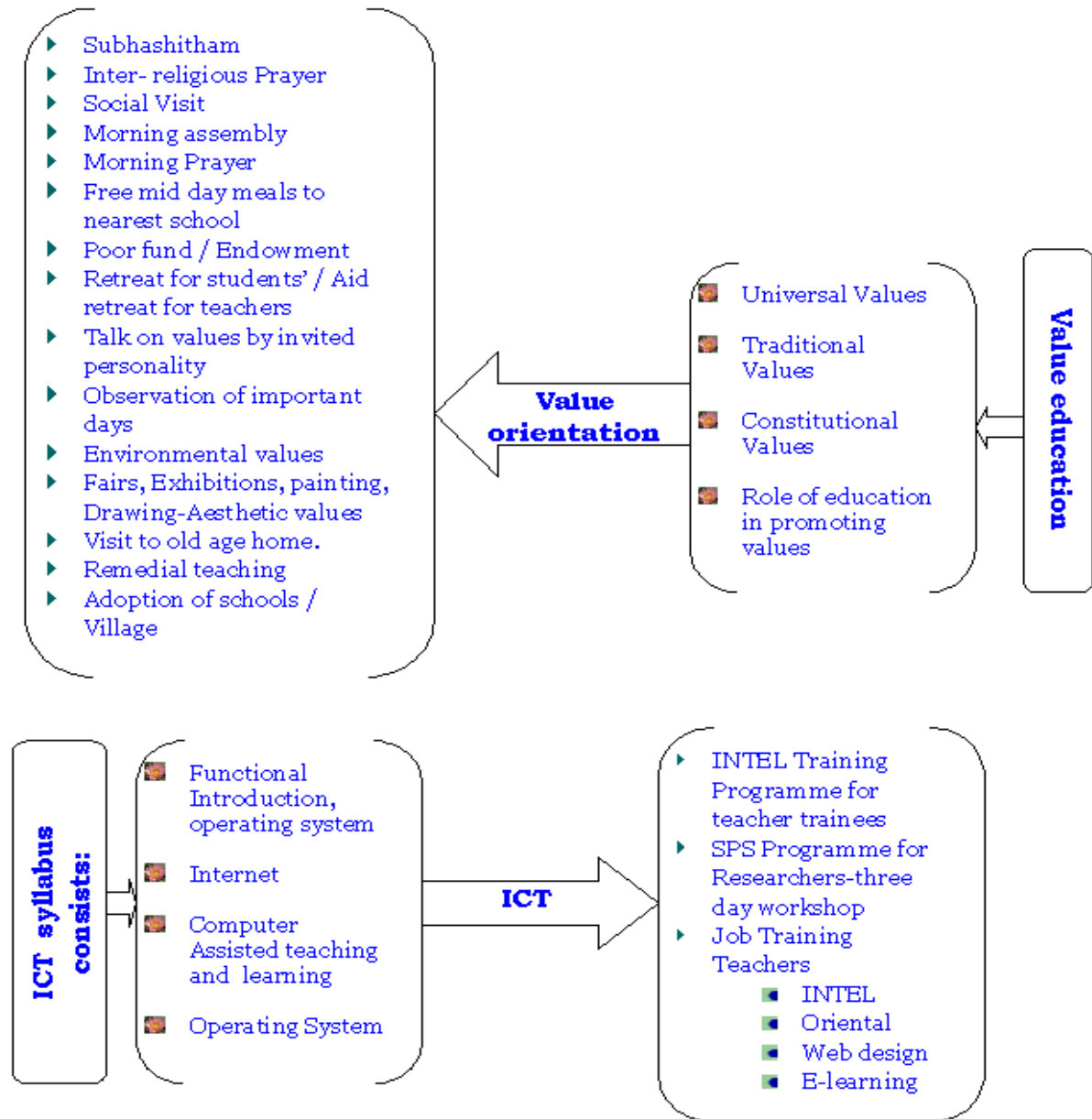
- ✿ All core and elective subjects of B.Ed. and M.Ed. reflects the global trends in teacher education
- ✿ The college through instructional treatment apprises the students, to teacher education with global trends in teacher education.
- ✿ Information Communication and Educational Technologies with practicums of the curriculum equips the teacher trainees with the latest technologies development in the field of education
- ✿ The college substantially makes use of the application of technological aids as computer, laptop, smart board, internet, e-learning etc to keep abreast with global trends.
- ✿ Yoga Education, Human Right Education, Educational & Vocational Guidance, Distance & open learning, Environment Education of curriculum reflect the new global trends in teacher education.
- ✿ Observation of red letter days, important national and international days ensures national integration and internationalism.
- ✿ Inviting experts on education of other educational institutions for enhancing the quality of teacher education.
- ✿ “Smart Classes” are maintained in the institution.
- ✿ Thought for the day based on global issues and trends is conducted every day.

- ✿ In morning assembly global issues are highlighted to make global awareness in thrust area.
- ✿ Theo – Radio an edutainment programme based on local and global needs is functioning.
- ✿ Aerobics, spiritual and social skill development programs are organized for developing life skill and social skills.
- ✿ Communicative English courses, ICT courses and personality development programmes are integrated in the curriculum.

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The institution ensures that the curriculum of B.Ed. and M.Ed. bears some thrust on national issues like environment, value education and ICT:





1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

The institution makes use of ICT for curricular planning. Details are:

- ☀ Academic Calendar
- ☀ Yearly planner
- ☀ Time Table
- ☀ Committee Structure
- ☀ Bio Metric punching System
- ☀ Micro Teaching
- ☀ Circulars
- ☀ Notices
- ☀ Duties and responsibilities of Staff
- ☀ Examination works
- ☀ Clubs and Association activities
- ☀ College union activities
- ☀ Invitations
- ☀ Preparation of news letter

- ✿ Publishing journals
- ✿ Internet use
- ✿ Recording & record keeping
- ✿ Web OPAC
- ✿ Gate way entry register
- ✿ Desktop publishing
- ✿ Consultancy
- ✿ Digital Library
- ✿ Word processing
- ✿ Research Promotion
- ✿ Power point presentation
- ✿ Administrative work
- ✿ Website up-gradation
- ✿ Social Networking
- ✿ Blog Creation
- ✿ Video Lesson

Demonstration lessons by teacher-educators, micro-teaching and practice teaching lessons by student-trainees are planned and presented with the use of LCD and OHP. Staff members prepare and present the orientation programme and instructional materials for their classroom teaching by using ICT. The faculty makes sure that the student trainees get training in current technology in educational technology.

There are various enrichment programmes for the students to become competent teachers. Teachers are being motivated to integrate modern information and communication technologies (ICTs) with traditional methods of teaching. All the facilities like interactive white board, computers, LCD projector, OHP, slide projectors etc. are provided with uninterrupted power backup to make the lesson a success. All the faculty members have good hand in the use of ICT and modern technologies. All the teachers are efficient in making teaching – learning material with good care and concern. They are capable of making charts, pictures, models, transparencies, slides, flash cards and power point presentations.

1.2. ACADEMIC FLEXIBILITY

1.2.1 How does the institution attempt to provide experience to the students so that teaching becomes a reflective practice?

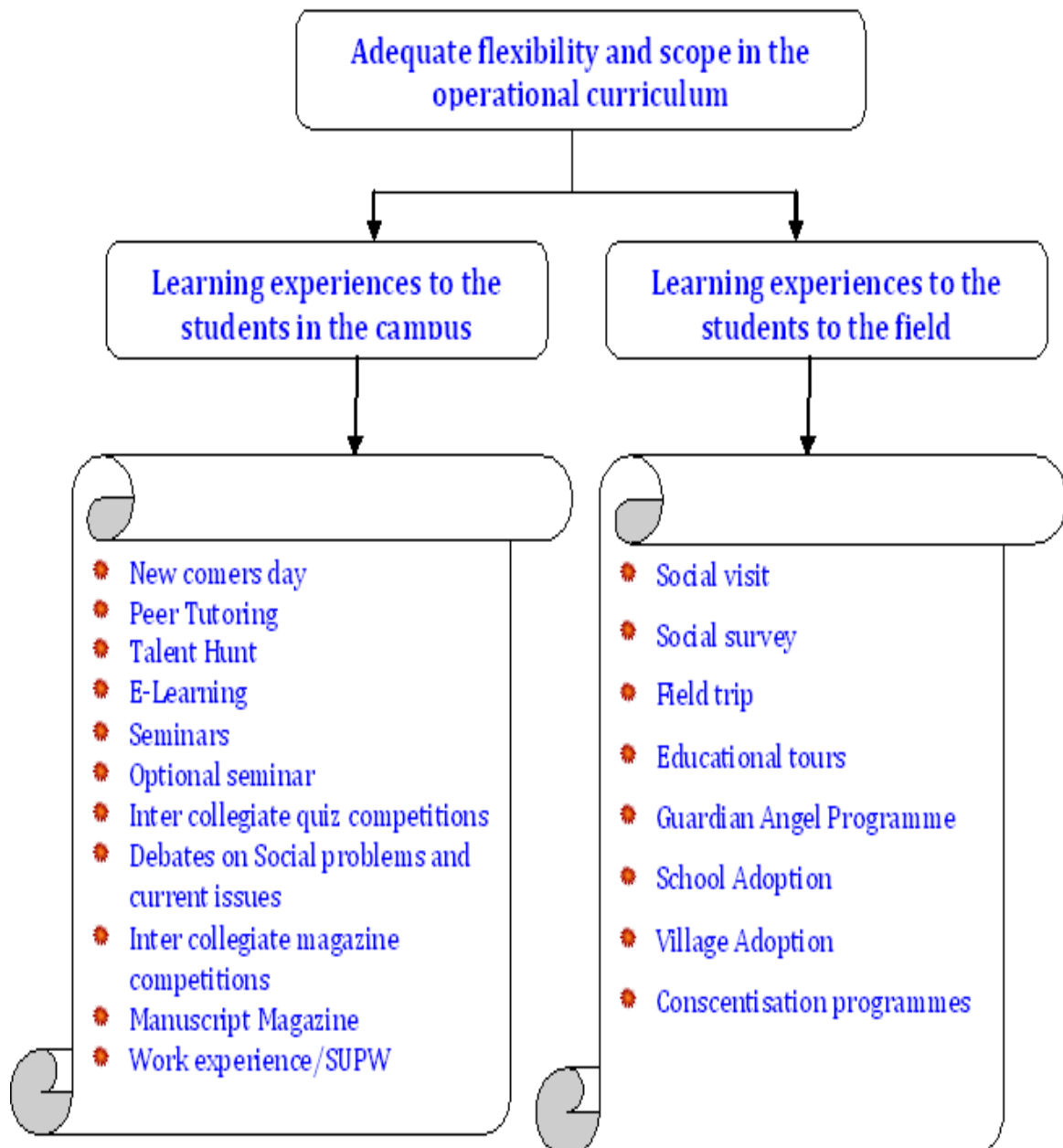
In the regular college level training, preparation and maintenance of Daily Action Journal/ Diary by the students is a mandatory requirement to instill the spirit of reflective practice among the students. During practice teaching self reflection to lessons and peer review of classes also provide opportunity for reflection. Criticism class sessions are basically reflection oriented. Periodic semester wise formal and informal feedback sessions also give reflection opportunity to students. Weekend reflective sessions are arranged during practice teaching.

As the problem based approach of critical pedagogy is practiced through issue based curriculum. The student teachers are competent enough to carry out reflection in and reflection on action as part of the training. The micro-research type practicums done by the students are the result of application of their reflective competency developed through the course

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing – varied learning experiences to the students both in the campus and to the field?

The Institution provides a wide variety of learning experiences to the students for effective implementation of the curriculum. While implementing the curriculum, the faculty members encourage the student teacher to participate in various Curricular, Co-Curricular and extracurricular activities.

The college organizes various co-curricular activities which provides varied learning experiences to the students both in the campus as well as in the field.



1.2.3 What value added courses have been introduced by the institution during the last three year which would for example: Develop communication skills (verbal & written), ICT skills, community orientations , social responsibility etc.

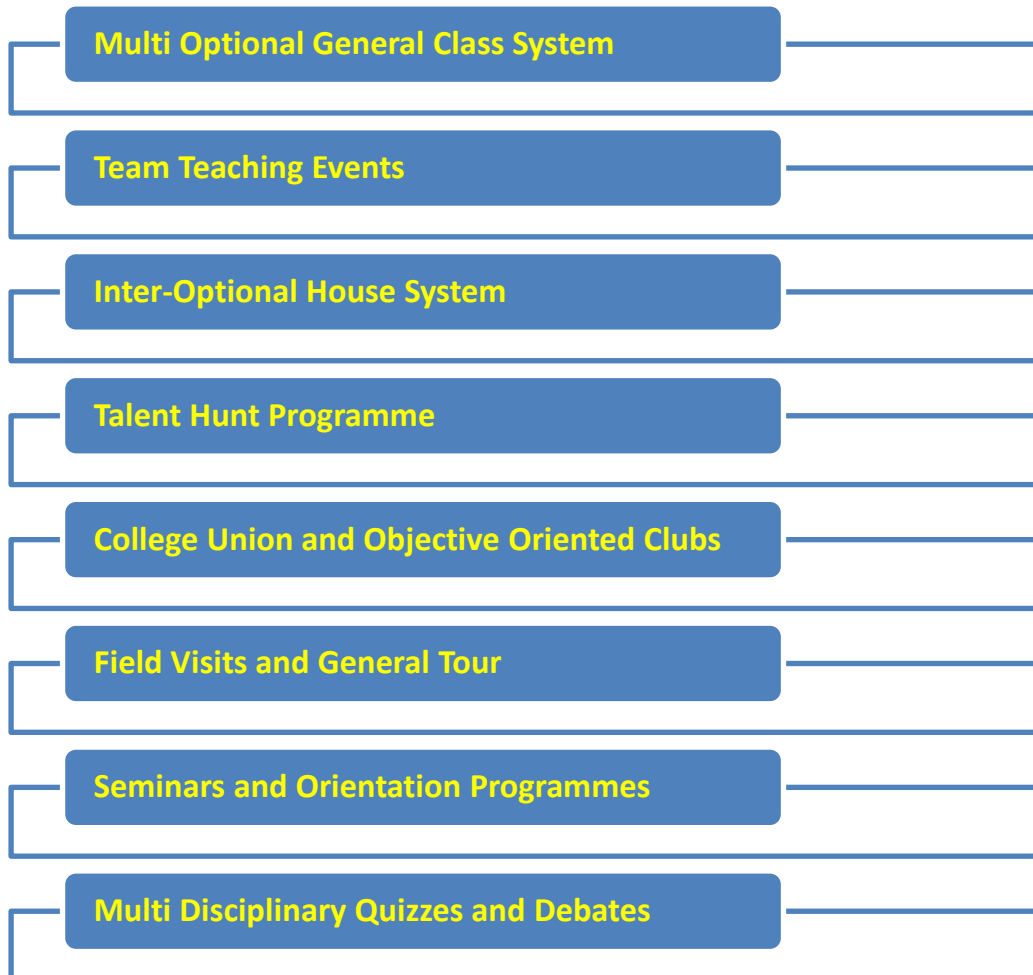
Value Added courses are the specialty of the college. The following table provides a comprehensive view of the various value added courses still continuing and newly inducted by the college during the past years.

Value added courses	Nature of organization	Curriculum components
Communicative English Course	Student initiated and managed by Communicative Club	Basic Grammar, Phonetics, Common errors and mistakes in handling of English, Training of Speech pattern, hearing, comprehension etc.
ICT Course	Student initiated and managed	Introduction to computers, fundamentals and DOS, practice operating system, office automation softwares, basics to spreadsheet, application and presentation softwares, internet and e-mail training, use of educational softwares etc.
Yoga /Aerobics course	Expert initiated and managed	Basic Yogasanas, Group of exercises, consist of synthetic approach of East and West
Life Skill Training Programme	Expert & Faculty initiated and managed	Problem solving skill, Mind power Management, stress management, decision making skill, social skills for effective networking
Family Life course	Expert initiated and managed	One day workshop cum seminar on role of girls and women in family and society was organized in collaboration with Canadian Teacher's Association and AIACHE Women and health- Talk by specialist doctor every year Problems of adolescent girl's – A talk by Dr. M.K.C. Nair Life skills for meaningful family life- Prof. Mary Mathew every year
Remedial coaching programme	Expert & Faculty initiated and managed	Difficult areas in the B.Ed. curriculum for SC/ST/OEC/OBC and minorities To the students of practice teaching schools

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

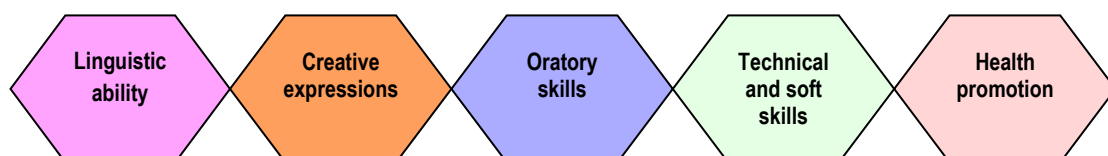
Inter-Multi Disciplinary Nature


Inter - multi disciplinary nature of the course is achieved through the following measures:




Multi skill development: -


On the skill development side, the college concentrates on organizing different need based courses and orientation programmes integrated with the curriculum on the following areas.




 **Inclusive education:-** Kerala University has made some revision in the Curriculum of B.Ed. course and has added a unit in Paper I – Theoretical Base of Education for inclusive education in the year 2005.

As part of the main streaming, weaker sections and physically handicapped students are admitted by special allotment. Through this paper student teachers are taught how to identify and tackle the personnel, social, emotional and educational needs of such type of students. Remedial teaching is provided to those who are educationally low scoring. Proper seating arrangements and necessary teaching learning devices are provided. Financial and emotional supports are given whenever it is required.

 **Practice teaching:-** The Practice Teaching is organized in three distinct phases namely; *School Visit, 10 days small spell (semester I) and 30 days Long Spell (Second Semester)*. Pre-practice training to student-teachers is given through discussion, demonstration, micro teaching and criticism lessons. Every student-teacher completes 10 + 30 practice teaching lessons. During this teaching practice period heads of the schools give proper orientation about rules and regulations of the school to the student teachers. Student teachers prepare and present various lessons according to the syllabus assigned. Achievement test, diagnostic test and remedial measures are practiced during teaching practice.

 **Special consultation:-** ‘Heads Meet’ programme is arranged as per requirements in every year with the collaborating school heads and teacher representatives to streamline and monitor the practice sessions of student-teachers.

During practice teaching at school level, every student-teacher delivers three shared lessons and practice lessons in each subject. Lessons based on Models of Teaching are also included. During this period all the student-teachers are monitored and supervised by the principal, their concerned supervising teacher educator, subject teacher in teaching practice schools and peer group who provides feedback to the student teachers for their effective improvement.

 **School experience:** - A school visit is conducted prior to practice teaching for three days. The school visit report covers components like the school administration and management, daily functioning, infrastructure, administration and educational management, teaching and learning.

There is a provision for both theoretical and practical aspects of school experience or school management. Student teachers are given conceptual knowledge about the management of school facilities, library, infrastructure, time table, human resources etc. At the time of practice teaching at school, student-teachers apply their acquired knowledge in the actual situations. There they organises morning assembly, make arrangements for teaching learning situation, manage, man and material resources. Student – teachers conduct an action research project during practice teaching and provide solution/remedies to a particular class room problem.

Work experiences/SUPW:-

Work experience is provided through training in soap, detergent and chalk making, interior decoration items and paper cutting art. Also student-teachers are encouraged to participate in various community services, surveys and extension activities.

Other Relevant Curriculum Transaction components


<i>Special classes for value, environment and health education to the students of respective teaching practice schools</i>
<i>Student teachers are deputed as judges for youth festival in schools</i>
<i>Student teachers take duty to assist in District Science Exhibition</i>
<i>Students are deputed as invigilators for different competitive exams by the Government and different organizations.</i>
<i>Identifies talented students of practice teaching schools and encourage them by giving cash awards and prizes.</i>
<i>Contributes to the building fund of the schools</i>
<i>Remedial teaching is given by the student teachers for the students of nearby schools</i>
<i>The student-teachers help in the preparation and distribution of noon meals.</i>

1.3 FEEDBACK ON CURRICULUM


1.3.1. How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has adopted well oriented mechanism for collecting feedback and exchange of information with regard to the curricular and co-curricular aspects of the programme being run in the institution. For getting feedback on curriculum following practices are adopted.


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 **Feedback on curriculum by the student – teachers:-** The institution has tried its best to cater to the needs of the students, society and nation through best practices in curriculum. Student – teachers' views and suggestions on

the curriculum are collected for making necessary modifications and improvement in the current curriculum. For this purpose the institution uses two tools – (1) Inviting student – teachers’ feedback on proforma, given by NAAC, through which student – teachers rates the complete course and the curriculum of the various subjects. (2) The suggestion box available in the improvement in the curriculum.

 **Feedback on curriculum by the – Alumni:-**The view and suggestions of old students of the institution are also invited with reference to the curriculum. These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following manner:

- ✿ Oral expression of their views about the curriculum to the Principal or the subject teacher.
- ✿ Writing their suggestions/ ideas directly to the Principal or subject teacher.
- ✿ Provide their suggestions through suggestion box.
- ✿ Giving their suggestions through E-mails.

 **Feed back on curriculum by Employers:-** Employers of the institution indirectly participate in the curriculum development by providing man & material resources, moral and financial support to organize extension lectures and to attend workshop and seminars regarding curriculum development.

 **Feedback on curriculum by Teaching Staff:-**

- ✿ The institution has its Internal Curriculum Review & Reform Committee consisting of staff members as subject experts. The committee analyses the existing curriculum of the B.Ed. & M.Ed. course, finds out the needs & difficulties of the student – teachers and provide suggestive measures for the modification in the curriculum.
- ✿ The faculty members meet after every academic activity to review and discuss the strength and weakness of the activities. They also provide suggestive measures for improvement in these academic activities.
- ✿ The existing action plans related to curricular aspects of the college are discussed in the staff council meeting.
- ✿ Teachers play an active role in the tutorials to solve problems of student – teachers regarding the curriculum.

Feedback on curriculum by the Community:- The institution has established a cordial linkage with the community. There are various occasions where the institution and the community come together.

At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are:

- ✿ The institution has established extension linkages with community and local educational institutions i.e. practice teaching schools. The institution has also organize various services/ activities in the community such as vaccination camp, awareness programme etc. and have received feedback and suggestions from the community members at that time.
- ✿ The institution always invites heads & staff of the practice teaching schools, parents of the student – teachers & community members in various activities, functions, exhibitions and competitions of the college on teaching aids, skill in teaching, cultural activities, talent search, sports meet, etc. where they provide their valuable feedback & suggestions to the course.
- ✿ The feedback from the school teachers, during practice teaching about the B.Ed. course and their experience at practice teaching on prescribed proforma (developed by the institution) is collected and reviewed.
- ✿ The institution organizes meetings with school.
- ✿ Principals and the teachers of the neighboring schools to share their views on the methodology and curriculum of the B.Ed. & M.Ed. course

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The institution is trying its best to receive feedback from all its stake holders, with regard to curriculum and after analysis and discussion, identifies areas to be modified. Remarkable suggestions are reviewed by curriculum committee. After discussion, recommendations are sent to the University and the higher education department.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)

The curriculum committee of the college continuously evaluates the implementation and the outcome of the curriculum. Periodic assessment and corrective measures are also administered by the college. Issues of curriculum content and transaction to be addressed by the higher authority level will be communicated to the concerned, as members of BOS and faculty of education. The examination board members and chairmen from the college also contribute

to the communication process leading to fine-tuning the curriculum transaction process.

The following members of the faculty offer their services in curriculum development process as member of faculty of education and consultants respectively

Rev Dr. Sr. Mercykutty. A (Principal)/ Dr. K.Y. Benedict / Dr. Giby Geevarughese:-

- ✿ Member of Faculty of Education
- ✿ State curriculum committee board member
- ✿ Former member of Board of Studies
- ✿ Kerala University PG Board
- ✿ Kerala University UG Board

Members of University Level Discussion Forum National Curriculum Development

- | | |
|------------------------|-------------------------|
| ✿ Dr.Sr. Mercykutty .A | ✿ Dr. Giby Geevarughese |
| ✿ Dr. Esther Gladiz | ✿ Mrs. Bindu.B |
| ✿ Dr. K.Y. Benedict | ✿ Dr. Maya. S |
| ✿ Dr. T. P. Jose | |

1.4 CURRICULUM UPDATE:

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made.

No major curriculum revision has happened during the last five years. Interim reforms were made by the University and necessary modifications were made like evaluation reforms, pattern restructuring of practicum, practice teaching days, changes in Practical Board Examination etc.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The institution is following the curriculum prescribed by the University of Kerala for both UG and PG courses. The revisions made by the University have been incorporated so far. The institution periodically makes suggestions on curriculum revision and update by adopting the following strategies:

- ✿ Identifying the thrust areas for revision and changes
- ✿ Collecting regular feedback from Students to make necessary modifications based on student needs.
- ✿ Consultation with curriculum experts and school authorities for making appropriate changes.
- ✿ Analysis and evaluation of the suggestions collected

- ✿ Reporting to the apex body
- ✿ No major syllabus revision has happened during the last five years.

1.5 BEST PRACTICES IN CURRICULAR ASPECT

1.5.1 *What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?*

The college has been taken measures for sustenance and enhancement of the quality of different aspects of curriculum.

Quality Sustenance measures	Quality enhancement measures
Bio-metric punching system	Ensures punctuality and regularity
Digitalized library	Effective use of library resources
WEB OPAC	Global coverage of library resources
Gate way entry register	Transparency in library functioning
Interactive white board	Technology assisted instruction and networking in the classroom
Smart classroom	Techno-centric pedagogy
E-learning	Enhances online learning
M-learning	24×7 availability of faculty
Well equipped computer lab	Development of Computer skills
Reprographic facility <ul style="list-style-type: none"> - Multipurpose Black and white Laser printer with photocopier - Laser printer B/W - Scanner (Multi Colour) - Ink jet Colour printer - USB's - Power Backup 	Optimum use of technological services
Interactive language lab	Improvisation of communication skills
Technology Lab <ul style="list-style-type: none"> - Television - VCR/ DVD Player - Handicam - Digital Camera - OHP - LCD Projectors - Multipurpose audio player 	Enhancing latest technology in curriculum transaction
Math Lab online – USA	Development of mathematical skills
Generator	Continuous power supply by installing generator

Various forms of Tutorial system - Mentoring - Peer Tutoring - Guardian Angel programme - Group based task	Establishing good rapport and relationship with students
Physical Education lab - Aerobics - Yoga	Health and mind management
Psychology Lab & Science Lab	Hands on training
THEO radio	Edutainment
Feedback on curriculum -Apex bodies -Employers -Experts / wellwishers -Teachers -Alumni -Students	Continuous and comprehensive evaluation
Website - Blog creation	Keeping abreast of latest developments
Field trips -Scientific -Cultural -Historical	Generating first hand experiences

1.5.2. What innovations/best practices in “Curricular Aspects” have been planned/implemented by the institution?

Innovations/best practices in “Curricular Aspects”- planned and implemented:

- ✿ Preparation of action plan
- ✿ Realization of objectives by tapping all the available resources
- ✿ Yearly SWOT analysis
- ✿ Proper orientation through familiarization week
- ✿ Smart classroom
- ✿ ICT oriented education
- ✿ Add on courses
- ✿ Digitalized library with Web OPAC, Gate way entry register
- ✿ Well equipped General laboratories and method labs
- ✿ Formation of different committees
- ✿ Functioning of clubs/cells/ associations
- ✿ Celebration of International and National days/festivals/fairs/sports meet and arts fest
- ✿ Online math lab, USA

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR RE-ACCREDITATION / RE-ASSESSMENT

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curriculum aspects and how have they been acted upon?

The accreditation team had given high opinion about curriculum aspects and its implementation. The institution is maintaining good relationship with the head and teachers of practice teaching schools. Meeting of the head of the schools before the practice teaching is conducted.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

In addition to the previously mentioned innovative practices the institution is striving towards global excellence by incorporating the following:

- ✿ The institution has improved its infrastructure to enhance quality in curriculum transaction.
- ✿ Post Graduate course (M.Ed.) was started in 2006.
- ✿ Organized Three Day International seminar in 2006 and 2012.
- ✿ Completed official procedure for the sanctioning of recognized research centre from the University of Kerala.
- ✿ Attaining of ISBN for the institutional publications
- ✿ Bio-metric punching system
- ✿ Online mathlab
- ✿ Interactive white board
- ✿ WEB OPAC
- ✿ Gate way entry register
- ✿ Installation of Power backup system
- ✿ Installation of multipurpose B/W laser printer with photocopier
- ✿ Installation of multipurpose colour laser printer with photocopier
- ✿ E-learning and M-learning
- ✿ Multipurpose B/w and Colour Printer cum Photocopier

