

2.1 ADMISSION PROCESS AND STUDENT PROFILE

2.1.1 Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency etc) of the institution?

B.Ed. admissions are conducted by the state Government on the basis of marks obtained in qualifying examination. Eighty five percent of seats are filled through centralized allotment system. Publicity and transparency in the admission process are ensured to access equity considering the norms including reservation policies. The Government allotted seats include the following categories.

- ✿ General Category
- ✿ Socially and Educationally Backward Classes (SEBC) like Ezhava, Muslim, Other Backward Hindus
- ✿ Minorities
- ✿ Scheduled Caste and Scheduled Tribes
- ✿ Sports Quota
- ✿ Physically Impaired

Fifteen percentages of seats are reserved as management seats.

For M.Ed. admissions 50% seats are filled on the basis of entrance test conducted by the University of Kerala considering the norms including reservation policies and the other 50% seats are filled by the management as per the norms of the University.

(Refer Appendix 8)

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution?

The B.Ed. and M.Ed. courses offered are advertised by the Government through the news papers and Government website by the Government of Kerala/ University of Kerala.

Students can get information about the college from the website of the college (www.mttc.ac.in). In the website, the institution has stated about its Vision, Mission and objectives. The course structure, faculty with their great academic record, cultural and social perspectives of activities undertaken and

infrastructure facilities of the college to achieve the aims and objectives of the Teacher training etc are available in the website.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The institution has admission committees including management representative, principal, teachers and nonteaching staff to verify and maintain the record of relevant information and documents regarding the admission based on the norms of Government of Kerala, NCTE, and University of Kerala. Government of Kerala has issued orders regarding the admission of students to professional courses (vide G.O no. 1506/2010/H. Edn). Thus the institution monitors admission procedures to ensure that the determined admission criteria are equitably applied to all applicants.

2.1.4. Specify strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (eg. Individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The institution has a privilege of its location, and tradition, which attracts student teachers of diverse backgrounds. The student teachers from different economic, cultural, religious, linguistic backgrounds and physically challenged, enjoy their individuality in harmony with great diversity in the academic environment. The supporting strategies are as follows.

- ✿ In the beginning of the course a detailed profile of the students are collected to know the diverse student population.
- ✿ The institute assists the economically weak students by facilitating them to avail state scholarships, poor fund instituted by the college other endowments and faculty support (appendix Calendar).
- ✿ The institution provides support to physically challenged teacher trainees.
- ✿ Blind students admitted get a supportive environment in every curricular and co curricular activities. They are engaged in cultural events to boost their morale. Fee concessions and free hostel facilities are made available for such students.
- ✿ The institution provides 'Braille' to teach Methodology for blind students.
- ✿ Visually impaired are provided with auditory teaching materials
- ✿ Religious festivals and events are celebrated by student teachers for the integration of their faith and belief which in turn promote National Integration.

- ✿ Equality of opportunity is given to both genders.
- ✿ The female student teachers are ensured that they have freedom to express their ideas and raise their voice against issues regarding campus, personal, social issues and experiences with lady representatives of the college union, women's cell coordinator and teacher educators. Women cell organizes various empowerment programmes for female students.
- ✿ The linguistic diversity is facilitated in teaching learning process by education through both the medium- Malayalam and English. There is an equal respect and attitude towards various languages and dialects of the students.
- ✿ The institution offers due weightage to minority section crossing regional and national borders.
- ✿ The institution supports linguistic minority by providing Tamil medium schools for practice teaching
- ✿ The guidance and Counselling cell of the institution is reachable for student teachers at any time.

2.1.5. Is there any provisions for assessing the student's knowledge and skills before the commencement of the programme?

The institution has the following provisions for assessing student's knowledge/needs and skills before the commencement of the programme. Specific strategies are followed by the institution to bridge the knowledge gap of the incoming students. They are as follows:

- ✿ **The Principal's initial orientation:** - As a part of the admission procedure the principal conducts an orientation interview where a very detailed account of the course and the possibilities as well as the challenges is shared with the parents as well as the students. This interview session ensures the preparedness of the students. This develops motivation and mental readiness to the course.
- ✿ **The interview by the Teacher:-** A teacher who is a member of the admission committee assesses the student's preparedness for the programme during the interview of the admission to a certain extent. In the first stage of verifying the certificates, the faculty member interacts with the students and probes into the aptitude, attitude and interest of the aspirant to the teaching profession.
- ✿ **Orientation Week:-** Every academic year begins with an orientation programme. The teacher educators introduce the nature and structure of the programme to the students. The teacher trainees have an opportunity in the programme to share their views, to make queries and discuss their point of view regarding course structure and schedule. It facilitates the institution to

judge the knowledge level, needs and skills of student teachers. The students are informed with the following details.

- ▶ The students are introduced to the vision, mission and motto of the college.
 - ▶ In this programme the objectives of the course and the various aspects of the curriculum are introduced.
 - ▶ A general awareness about the narrow and broad meaning of education and qualities required for a successful teacher is given.
 - ▶ The objectives of clubs, subject associations and various cells are also introduced to the students.
 - ▶ Academic guidance is offered to the students to give a detailed account of the requirements of the course.
 - ▶ An idea about the practical work that has to be done by the students is given.
 - ▶ A very detailed idea about the university level and college level evaluation practices is also given to the students.
- ☀ **Familiarization days:-** The first days are befriending days where teachers try to befriend the students and learn their whereabouts. The teachers also introduce the campus and the various facilities in the campus. A brief bird's eye view of the academic courses in the Mar Ivanios Vidya Nagar is also given to the students to give insight into the academic ambience in which they have become a part. The trainees are provided information about the various clubs functioning in the college.
 - ☀ **Pre-test:-** A pre test is administered to assess the entry behavior of teacher trainees (Appendix 3).The students are supposed to answer a questionnaire at the commencement of the course. This is to identify the entry level knowledge, aptitude, attitude and skills.
 - ☀ **Profile:-** A personal profile indicating their past accomplishments , strengths and weaknesses of the teacher trainees are compiled by each optional mentor
 - ☀ **Autobiography:-** The teacher trainees are asked to write an Auto biography and submit to the optional teacher in order to get a deeper knowledge of the candidates which helps the students to introspect themselves
 - ☀ **Discussions:-** Group discussions are given to identify communication and reasoning abilities of the trainees.
 - ☀ **Talent hunt programme:-** A talent hunt programme is organized at the commencement of the course to identify the talents and the leadership qualities of the students which would be of use at the later stage of the course

for ensuring mastery learning and remedial education programmes. The activities in the talent hunt programme include cultural and intellectual programmes like quiz and debate.

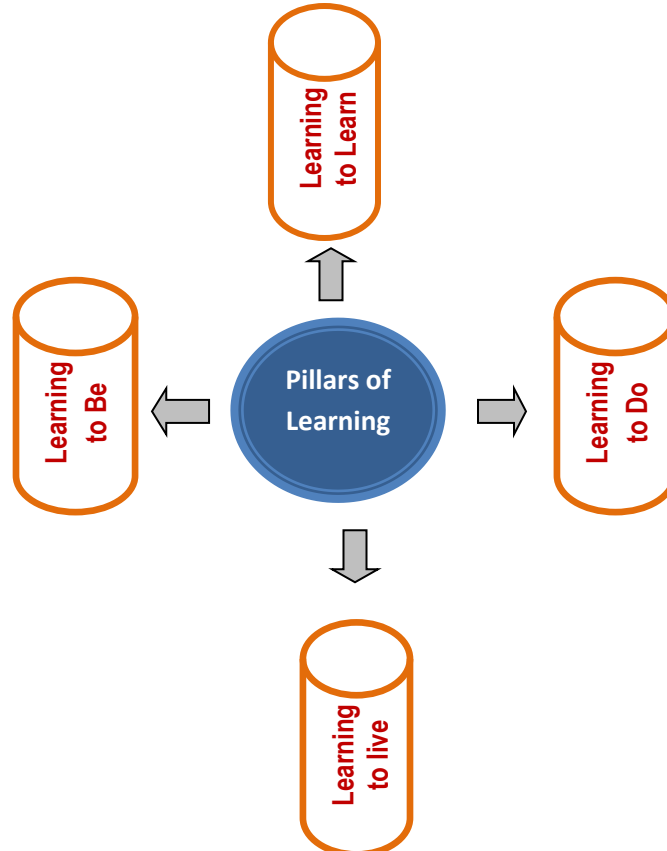
These programmes reveal the students knowledge/needs and skills at the commencement of teaching programmes, thus they are motivated to enter the B.Ed. and M.Ed. courses.

2.2. CATERING TO THE DIVERSE NEEDS

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

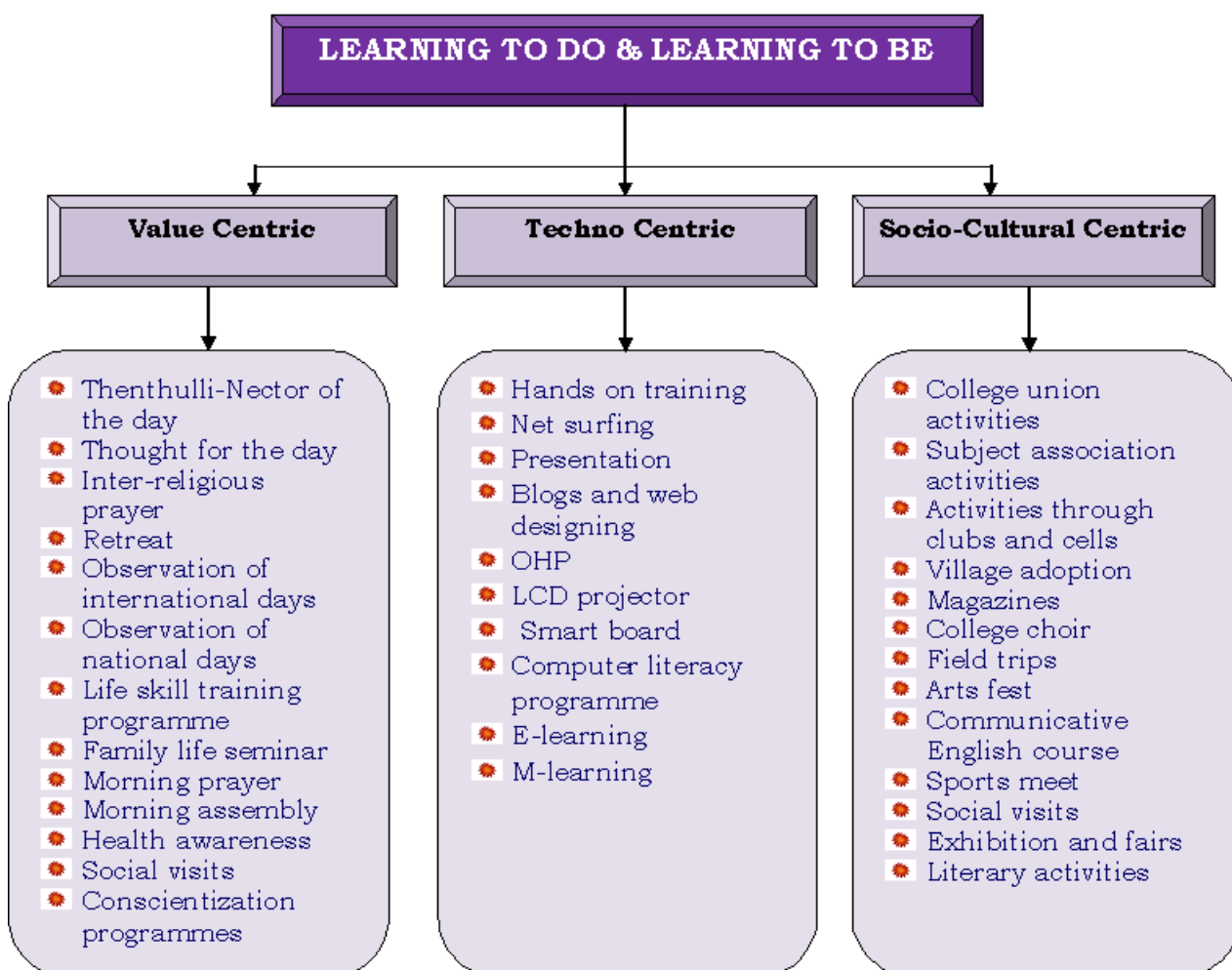
The institution provides an effective and conducive environment to the prospective teachers for the effective learning and overall development including social, moral, cultural and academic aspects of personality.

UNESCO has identified four pillars of learning and we are transacting our curriculum to develop those four dimensions of education, which in turn contribute to the all-round development of the trainee.



LEARNING TO LEARN:- Development of Meta-cognitive skill, like learning and learning to learn forms the basic feature of the course conducted in our college. All teachers provide group and personal guidance as per the demand of the situation. Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brain storming, diary maintenance etc help them to device and design their own patterns of learning habits. Health awareness classes and physical education training has its role in inculcation of habits. Shouldering of responsibilities by the student teachers indirectly help them to inculcate skill of learning to learn. The theoretical input obtained from class room instructions on cognitive dimension as part of Educational Psychology, Methodology of Teaching, Educational Sociology, Educational Philosophy Associate subjects and Electives enable the students to form a foundation in developing the habit 'Learning to Learn'.

LEARNING TO DO AND LEARNING TO BE:- Multifaceted programmes are organized in our college to develop all-round personality of the prospective teachers.



☀ **COLLEGE UNION, CLUBS AND ASSOCIATIONS:**



- ▶ **College union (Student Council):-** To inculcate responsibilities and over all personality development among students the student council (college union) is formulated as per the norms of University of Kerala. The constitution is according to the directions of the University in a democratic manner. The student council consists of 15 members. The principal is the ex officio of the college union. One of the faculty members is assigned the duty of staff advisor who guides the College Union in its various activities.

College union organizes academic programmes like seminars, workshops debates, inter collegiate quizzes, inter collegiate college magazine competition, arts fest, sports meet, personality development programmes, life skill training programme, yoga training programme, celebration of national days, celebration of cultural fest, organizing fairs and food fest, publication of college magazine, social visits, organizing tours/ field trips, college day celebrations, coordinating the activities of all clubs and associations.

The following clubs and associations are functioning in collaboration with college union.

▶ **Clubs:-**

🌸 **Planning forum:-** The forum helps the students to get acquainted with the strategies of planning and budgeting implementation of developmental activities in the college by organizing lectures, seminars, exhibitions, quiz competitions, social activities, programmes etc.


🌸 **Women's cell:-** The cell is meant for creating awareness among the students of the college on women empowerment and human rights with respect to family, society, work culture etc with special emphasis on women's issues.


Even though the office bearers are only ladies, the programmes organized by the cell incorporates male student teachers and thereby help to maintain the spirit of gender equality and mutual trust in execution of responsibilities.





- All India Catholic University Federation (AICUF):-** As a club meant for value inculcation, AICUF provides opportunities for the student teachers to build a healthy attitude strengthened and guided by solid moral and spiritual outlook helping them to lead a meaningful social life. Inter religious prayers, awareness programmes, group activities, visiting centre for disabled, development and publication of songs and CDs etc. are some of the important initiatives undertaken by the club. Talks by resource persons and spiritual leaders are organized by AICUF. A choir is organized by AICUF to foster inter-religious harmony.
- Eco-club:-** The propagation of an environment friendly culture is the primary agenda of the club. It promotes activities like campus cleaning, plastic free and eco friendly campus life, planting and protection of trees, forest related programmes, development of medicinal plant garden etc. Relevant competitions and propaganda campaign are organized to flourish its objectives.
- Population education club:-** Through this club the college opens opportunities not only for in-house activities but also chances for extension activities that would benefit community. It promotes the message of healthy population for


progressive national development. Celebration of population week, celebration of world literacy day, giving awareness about small family norms, conducting seminars, organization of medical camps, AIDS awareness seminar, blood group detection and donation, raising calamity relief fund.

 **Creative club:-** With an aim to provide opportunities for the students to identify and cultivate the hidden creative talents and innovative potentialities through a wide range of novel activities like stage performance, talk and game show, competitions seminars, talent shows, cultural bonanza etc.


 **Communication and Oratory Club:-** The club acts as an official forum for developing the art of oratory to students who possess an aptitude for public speaking. Competitions like debates, turn courts, just a minute, dumb charades etc. are organized by the club. The club has in its plan to facilitate the associated capabilities through the provision of opportunities like elocution, recitation, storytelling, versification etc.


 **Tourism club:-** A club meant for creating awareness on environmental issues and respecting diverse culture in our country. Tourism club is a Kerala Government Initiative in Higher Secondary Schools and Colleges of Kerala has been constituted under the auspicious of Department of Tourism, Govt. of Kerala as part of creating tourism awareness among the host community. The objectives is to empower the student community as the Ambassadors of Kerala Tourism, thereby creates massive awareness on the benefits of tourism among the families, societies and open up career opportunities in tourism sector. Mar Theophilus Training College is one of the active members of the club since its inception.


 **United Religious Initiative (URI):-** It is a global community dedicated to promote daily interfaith cooperation, ending religiously motivated violence and creating cultures of peace, justice and healing violence-torn communities, and promotes equitable development. URI is an internationally recognized interfaith network active in 78 countries with its global office in San Francisco, California. It cultivate and connect grassroots change-makers across religious, cultural and geographic boundaries, harnessing their collective power to take on religiously motivated violence and social, economic and environmental crises that destabilize regions and contribute to poverty. We prepare a new generation of leaders for interfaith social action.


 **Media Club:-** The media club was started with an intention to create an awareness about the growing importance of media. A 'THEO RADIO' co-ordinated by our trainees is actively working. By the co-ordination of this club


trainees participated in many TV programmes like Valkannadi, Sindooram, Walk and Talk etc. Faculty members are also participated in many programmes.


 **Health Club:-** The health club of the college offers opportunity for building up a healthy body to bear a healthy mind to our student teachers. Orientation in yoga practice and open-air aerobic training forms programme of the club. In addition to these programmes there are games like badminton, basketball etc. in the evening. An aerobic room for professional practice has already been set up.

 **ICT club:-** The club provides opportunities for creating awareness and imparting training in ICT skills by student teachers. Exhibition of posters, IT quiz, IT exhibitions, offering short term courses like total computer literacy programme helps the new generation student teachers in equipping themselves with themselves to the modern technosavvy class rooms.

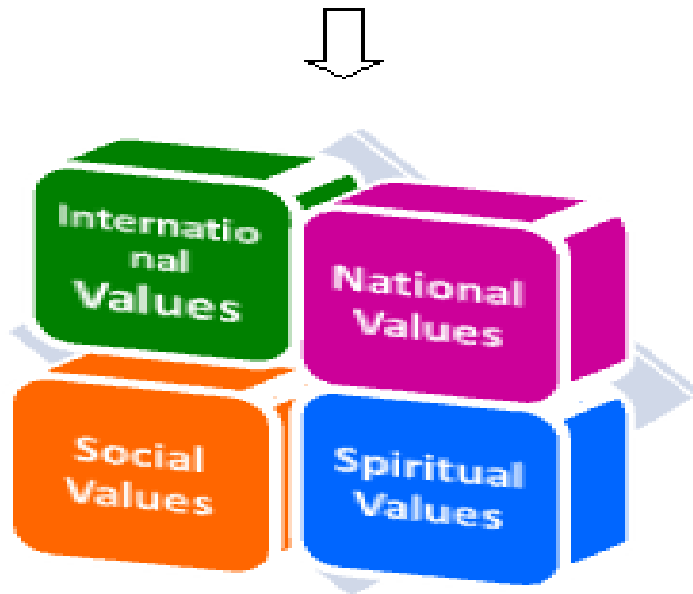
 **Legal Awareness Cell:-** A legal awareness cell is organized with a view to conscientize trainees on legal matters. The objective of the cell is to educate through its special camps on basic legal rights, human rights, women's rights, birth and death registration, child marriage prevention and dowry harassment etc.

 **Grievance Redressal Cell:-** The cell is meant to solve grievances among staff members and students. A suggestion box is provided in principal's parlor to place complaints. A teacher educator is assigned to deal the grievances of students.

 **Subject Associations:-** Each optional subject has its own significance and does specific contributions to the society. The college has 7 optional subject associations (English, Malayalam, Mathematics, Natural Science, Physical science, Social Science and M.Ed. association) which contribute a large extent for the all round development of the personality of student teachers. A proper organization structure is adopted for the effective functioning of the associations. In order to make teaching more interested and life oriented, associations organize various programmes and activities connected with their subjects.

 **LEARNING TO LIVE TOGETHER:-** In order to realize learning to be life related, acquire clear perspectives of the society in which they live and learn to get along with other members of society the following activities are adopted.

ACTIVITIES TO DEVELOP



- ✿ **Observation of International days to inculcate Global Perspectives and Integration:-** To inculcate international understanding, important days like Women's day, World literacy day, Anti weapon day, Anti terrorism day, Hiroshima day, World teachers day, AIDS day, Human rights day, Environment day, Water day, Earth day etc are observed. Video clippings to inculcate International understanding are done while transacting the core paper Theoretical Basis of Education.
- ✿ **Programmes to get awareness on Human Rights:-** The college observes human rights day on December 10. Power point Presentation on human rights laws is done by students. Students display different human rights laws on the bulletin board.
- ✿ **Inter-religious prayer for inculcating Secularism:-** Each academic year commences with an inter religious prayer session. Such sessions are organized on occasions like commencement of teaching practice and the university practical examinations. Readings from holy books (The Bhagavat Geetha, The Quran and The Bible) offering of prayers, recitation of Bajans etc form the major programmes.
- ✿ **Observation of National days for promoting National Integration:-** To inculcate Patriotism important days like Independence day, Republic day, Gandhi Jayanthi, National Education day, Teachers day, National Science Day Keralappiravi, etc are celebrated. Singing of National Anthem and Pledge taking

are mandatory for the morning assembly. Video clippings to inculcate National integration are done while transacting the core paper Theoretical Basis of Education.

- ☀ **Programmes to promote attitude against Terrorism as a part of Peace Education:** - Essay competition on 'Terrorism and peace education' was organized by Alumni association of the college 'THEOSA'. We observed antiterrorism day on January 1, 2008 to pay homage to victims of Mumbai terror attack and took an oath against anti terrorism.
- ☀ **Programmes to promote attitude against Corruption for developing the right economic value:-** Practicum on 'Corruption as an Evil to Indian Society', was given to the trainees to get an awareness of current social issues. Essay competition by Alumni association on 'Role of Education to Curb Corruption' was conducted.
- ☀ **Practicing Traditional Indian Values:-** Opportunities are provided to practice humility reverence, modesty and warm embrace to one and all irrespective of caste, creed, community race, religion, complexion, nationality etc. through community visits and extension works.
- ☀ **Celebration of religious and cultural feasts:-** Onam, Christmas, Deepawali, Id etc are celebrated to promote cultural and social values.
- ☀ **Community Extension:-** Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship. Enriching life in the community by organising cultural programme in Snehabhavan, Polio home, Leprosy Rehabilitation Centre, Shalom and Ammathottil. Participation in community development activities and construction works and Service to the aged and sick help them to develop a socio - centric attitude among the trainees.
- ☀ **Village adoption:-** 'Chaikulam Village' near Kattakada is adopted by the college with a purpose of empowering people belonging to backward community. Orientation on health, AIDS, agriculture, literacy awareness, special tuition for 160 students etc for the adopted village are some of the activities undertaken by the staff and students of the college for empowering them.
- ☀ **School adoption:** To help socially deprived and slow learners the college adopted three institutions. The institutions adopted are 1) Jayamatha Boy's Home 2) St. John's Model Higher Secondary School 3) St. Goretti's Higher Secondary School. The trainees and teachers of the college have been offering

free tuitions for the students of the above schools for the past many years. We offer services like free tuition services, distribution of study kits, uniforms etc, and collection and distribution clothes for the needy. The college organized endowment fund for poor students in these organizations in connection with the Golden Jubilee Celebrations (Golden Jubilee endowment).

- ✿ **Blood donation:-** Blood group checking, camps and formation of 'blood donors forum' in collaboration with blood bank of Sree Chithira Thirunal Institute of Medical Science and Technology has been done through population education club. A good number of students have donated blood at various hospitals in the city.
- ✿ **Support to the Needy:-** The following services were offered to suffering people in and around society. Providing financial assistance, clothes to people suffering from natural calamities like flood and tsunami at state and national level. Distribution of preventive medicine to local community against contagious diseases, collecting and distributing educational materials to poor students etc. We, staff and students contributed a tricycle for a physically challenged person.
- ✿ **Trainees as evaluators:-** Most of the trainees offer service to schools as judges in various competitions organized in schools during youth festivals, science exhibitions and work experiences.
- ✿ **Aesthetic Value:-** Value education for socio aesthetic excellence through beautification of college campus and at practice teaching schools.
- ✿ **Thenthulli:-** The nectar of the day programme is organized by AICUF to brighten the day of college family.
- ✿ **Morning Prayer:-** The day to day activities of the college begins with a common prayer at 9.00 am in the prayer hall.
- ✿ **Thought for the day:-** Before commencing the academic sessions a thought for the day programme and a subsequent discussion session is organized in each optional class in order to inculcate values in the student teachers.
- ✿ **Talks by resource persons:** Talks on value-based life is organized every year.

2.2.2 How does the institution cater to the diverse learning needs of the students?

- ✿ **Institution identifies advanced and slow learners through:**

- ✿ Qualifying marks
- ✿ Pre-test
- ✿ Constant interactions with students
- ✿ Participation in discussions in the class
- ✿ Attitude towards academic activities
- ✿ Academic achievement
- ✿ Scholastic activities like practicum and assignments
- ✿ Criticism classes, we identify their teaching skills and aptitude
- ✿ Participation in co scholastic activities
- ✿ Behavioral aspects
- ✿ Class truancy

Strategies adopted to promote advanced learners:

- ✿ Provision for taking seminars
- ✿ Organizing extension lectures by eminent educationalists
- ✿ Personal and educational guidance to strive for excellence
- ✿ Mentoring to reach high goals
- ✿ Encouraging acquiring more information through net surfing and appropriate use of library resources.
- ✿ Participation in dissemination of leadership and coordination through activities of college union, clubs and associations.
- ✿ Assigning duty as peer mentor to help slow learners

Strategies adopted to facilitate slow learners:

- ✿ Remedial teaching by both teacher educators and advanced learners
- ✿ Mentoring by both teacher educators and Advanced learners
- ✿ Special coaching for weak and needy students
- ✿ Motivation given to the culturally deprived children
- ✿ Providing individual attention
- ✿ Providing Tutorial classes
- ✿ Personal and educational guidance
- ✿ Microteaching to improve skills

Remedial programme to improve achievement:

Identification and Diagnosis of deficiencies:

Once, the deficiency has been diagnosed, we explore the possible causes for the same. The deficiencies are connected with memory, understanding, lack of

comprehension, presentation, knowledge gap, parental background, parental attitude, medium of instruction, language problem, physical factors like poor eyesight , audibility; illness and other problems, individual factor etc.

Remedies:

- ✿ Remedial teaching by both teacher educators and advanced learners
- ✿ Remedial teaching is provided for the identified students by the teacher educators and resource persons in different fields during weekends and after regular college hours. Remedial programme to buildup confidence level of the students
- ✿ Personal and individual attention by teacher educator
- ✿ Read-Re-read, Write-Re-Write, and Drill.
- ✿ Group learning
- ✿ Micro-notes
- ✿ Online doubts clearing
- ✿ Computer Aided Teaching
- ✿ Re-teaching of the subtopic
- ✿ M-Learning

Tutorials for the students

In the beginning of the course a detailed profile of students are collected to identify and assess their:

- ✿ Educational Achievement
- ✿ Strength and weakness
- ✿ Family and social Background
- ✿ Academic achievements
- ✿ Talents
- ✿ Aptitudes and skills

Based on the data Tutorials are given in the tutorial hour. Teachers and students have one to one interaction which helps students for their changes in the knowledge, attitudinal and skill level to a certain extent.

Mentoring of students

There is a provision for mentoring of students in the institution as a strategy to cater to diverse needs of the learner. Mentoring has been taking place between faculty members too.

Mentoring occurs in the following settings:

- ✿ **Faculty – faculty:-** The faculty members are actively involved in discussions and networking for professional development. The faculty acknowledges achievement of professional growth of the members.
- ✿ **Faculty with student:-** Guardian Angel system with ten to fifteen students is assigned to a faculty member for both academic and personal guidance. This mentoring strategy is helpful to increase the success of students. Faculty and students meet and interact continuously for growth.
- ✿ **Student – student:-** Here we equip and employ advanced competent students to provide peer mentoring to slow learners. This helps to reduce frustration and failure among slow learners. Participation is voluntary on the part of both mentor and mentee.
- ✿ **Mentoring the Mind:-** We give awareness and guidance, which help the students to develop the ability to function in a state of mental health having self-esteem, common sense, and motivation. Our observations show that when they are in a relaxed, positive state of mind or mood, students process information objectively, use common sense, good judgment and utilize competent problem solving and learning skills. Teacher relations and interactions have a major impact on students to relive from their insecure conditioned thought system. We help them through:
 - ▶ Guide lines towards positive thinking
 - ▶ Giving opportunity for introspection
 - ▶ Practice emotional stability
 - ▶ Eliminate thoughts that generate negative feelings
 - ▶ Monitoring feelings and moods through reflection at the end of the day
 - ▶ Focusing on the problems and not the person.
 - ▶ Maintain a sense of humour
 - ▶ Life skill training and confidence building.

Catering to the needs of differently abled students

- ✿ Reservation is provided to students who are differently abled. Three percent of seats are reserved for physically handicapped students as per the state Government and UGC norms.
- ✿ Provide guidance and counseling to differently abled individuals.
- ✿ Create a general awareness about the needs of differently abled students, and other general issues concerning their learning among students and faculty.
- ✿ Fee concessions.
- ✿ Specific approaches to their easy mobility, teaching and evaluation procedures.
- ✿ Change in the examination procedures (Appointment of Scribe)

- ✿ Celebrate important days pertaining to disability such as the World Disabled Day.
- ✿ Institution encourages active peer support for the disabled students
- ✿ Visually challenged students are given provision to record the classes and provide Braille for methodology paper.

2.2.3. What are the activities envisioned in the curriculum for the student teachers to understand the role of diversity and equity in teaching learning process?

Diverse subjects in the curriculum such as educational philosophy, sociology, psychology, technology, measurement and evaluation, statistics, environmental education, school management, methodology of teaching different optional subjects in addition to the optional subjects. Effective transaction of curriculum through illustrations, life related situations using effective technological devices make student teachers understand the multifaceted role of teachers especially to deal effectively with diversity and inclusion in the class room situations. In addition to that they practice various motivational and life skills programmes etc which help them to empower them as teachers to develop knowledge and skills related to diversity and inclusion. Guidance is given for the student teachers to equip the skill for making appropriate arrangements for the disabled and adoption of necessary teaching learning devices.

2.2.4 How does the institution ensure that the teacher educator is knowledgeable and sensitive to cater to the diverse students needs?

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the needs of the students with the following practices:

- ✿ Ensuring the competency of the faculty at the time of appointment.
- ✿ Collecting peer feedback and student feedback to assess staff members.
- ✿ Periodical assessment of the staff through self appraisal.
- ✿ By assessing the work report submitted by faculty members through Weekly Action Journal.
- ✿ By empowering the faculty members to attend refresher courses, seminars, workshops to update their knowledge and teaching strategy in this dimension.

2.2.5 *What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?*

Effective curriculum transaction:- The curriculum includes diverse subjects such as educational philosophy, sociology, psychology, technology, measurement and evaluation, statistics, environmental education, school management, methodology and pedagogical analysis of teaching different optional subjects. Effective transaction of curriculum through illustrations, life related situations using effective technological devices make student teachers understand the multifaceted role of teachers especially to deal effectively with diversity and inclusion in the class room situations.

- ✿ In addition to that they practice various motivational and life skills programmes etc which help to empower them as teachers to develop knowledge and skills related to diversity and inclusion.
- ✿ Student teachers are taught how to identify and tackle the personnel, social, emotional and educational needs of such students when they become teachers.
- ✿ Programme to organize remedial teaching is provided to teacher trainees.
- ✿ Guidance is given for the student teachers to equip the skill for making appropriate arrangements for the disabled and providing necessary teaching learning devices.
- ✿ Financial and emotional supports are given whenever it is required.

2.3 TEACHING -LEARNING PROCESS

2.3.1. *How does the institution engage students in "Active Learning?(Use of learning resources such as library, website, focus groups, individual projects, simulation, peer teaching, role- playing, internship, practicum etc)*

Institution adopts strategies to make learning student centric for the acquisition of life skills, knowledge management skills and life-long learning as per the directions given in university curriculum plan, academic calendar, teaching plan, and weekly action plan.

Strategies used by the institution to engage students in Active Learning

○ Regular attendance	○ Effective use of Library
○ Web site and net surfing	○ Focus group
○ Development of Teaching Practice lesson plans through Discussions	○ Simulation, Micro teaching
○ Criticism lessons	○ Peer teaching
○ Construction of knowledge	○ Group learning with peer scaffolding
○ Debates on academic and social issues	○ Reflective daily journals by student teachers
○ Role play	○ Practice Teaching
○ Practicum	○ Seminars & Debates
○ Workshops	○ Quizzes
○ Student centred Communicative English Course	○ Student centred computer literacy training
○ Various Labs	○ Field trip and Excursions

2.3. 2. How is learning made student centred? Give a list of participatory learning activities adopted by the institution and those, which contributed to self management of knowledge, and skill development by the students?

The institution gives due weightage to make learning student centred with the help of available resources like library, education technology lab, computer lab, Psychology lab, work shop for preparing teaching aids, website, internet, computer lab.

- ☀ For active and participatory student centred learning approaches like seminars, assignments, individual and group practicum, generating knowledge through constructivism, web learning, discussions, quizzes, problem solving method, constructivism and techno centric learning.
- ☀ All the student teachers of the institution are divided into various groups while organizing micro-teaching, practice teaching, morning assembly, and co curricular activities.
- ☀ We make sure that the student-teachers interact with each other and with each teacher-educator at one or the other.
- ☀ Some individual and group practicums are assigned to develop knowledge, the sense of tolerance, co-operation, brotherhood and socialization of the student-teachers

- ✿ Discussions on current and social issues are organized in the class to express freely and make social awareness in them.
- ✿ Various co-curricular activities are organized by the institution to draw out the best from the individuals.
- ✿ Curriculum transaction is through power point presentations and videos.
- ✿ For the active participation of the student teachers, different assignments/ seminars are also assigned to them in which they have to make optimum use of library resources, website, Internet & other resources material.

2.3.3 What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning?

The institution ensures effective classroom management by the use of appropriate approaches. The participatory methods are found to be very much effective in making all students interested in the lesson. A method suitable for one topic may not be suitable for another. Student faculty interaction, use of audiovisual materials and other teaching aids, ICT centred curriculum transaction etc are the key factors for providing effective learning experiences. The following are the approaches and methods used to transact the curriculum:

Methods and Strategies Adopted:

- | | |
|--|---------------------------------------|
| ✿ Lecturing and Expository sessions | ✿ Field trip and community visit |
| ✿ Interactive session and discussions | ✿ Assignments cum remedial inputs |
| ✿ Brain storming | ✿ Open book learning |
| ✿ Team teaching | ✿ Practicum |
| ✿ Debates | ✿ Quizzes |
| ✿ Seminars | ✿ Projects |
| ✿ ICT based teaching/learning | ✿ Models of Teaching |
| ✿ Different Models of Teaching | ✿ Internet |
| ✿ Multimedia | ✿ E- learning |
| ✿ Counselling /talks/ seminars | ✿ Movies |
| ✿ Stress management | ✿ Conscientisation on social issues |
| ✿ Library method | ✿ Problem solving methods |
| ✿ Women empowerment | ✿ Talks by resource persons |
| ✿ Experiential learning based on real life experiences | ✿ Video clippings for value education |
| ✿ Computer Assisted instruction | ✿ Laboratory methods |
| | ✿ Life skills Training |
| | ✿ M-learning/ Social networking |

 **Models of teaching adopted:-** Various models are practiced as per the curriculum proposed by University of Kerala. (Three lessons per student). They

are concept attainment, inquiry training, discovery learning, role play, investigatory, constructivism, information processing, information gathering, information generating, jurisprudential, guided discovery, advance organizer, problem solving, scientific process, Gagne's hierarchical, and interactive models.

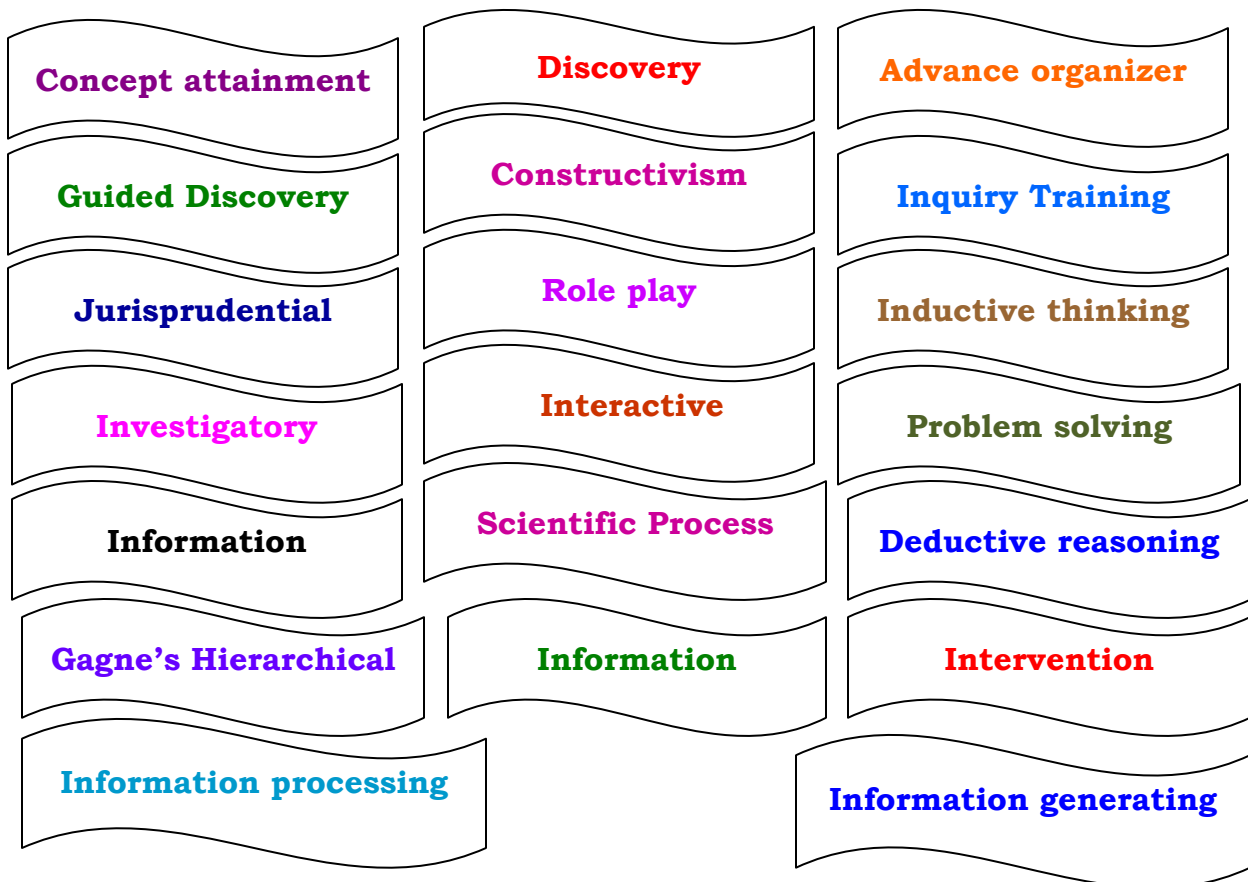
By adopting all the above mentioned approaches, strategies, methods and models the institution ensures that the experiences provided are highly effective.

2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student? Detail any innovative/method developed and used?

- ✿ There is provision in the B.Ed. curriculum to provide training in models of teaching.
- ✿ In the methodology classes the students are provided with theoretical knowledge on different models and their significance in transacting the curriculum.
- ✿ The institution provides training on preparing lesson plans on different models of teaching.
- ✿ The teacher educators and resource persons provide live demonstrations on models of teaching.
- ✿ During criticism sessions students are taking classes based on models of teaching.
- ✿ Each student transacts at least three classes based on models of teaching during their practice teaching session.
- ✿ Models are practiced as per the curriculum proposed by University of Kerala. (Three lessons per student).

The following models are practiced by student teachers:

DIFFERENT MODELS OF TEACHING



Innovative approach developed by the Institution: - One of our teaching faculties Dr. K. Y. Benedict developed an innovative model of teaching namely *Mutual Comparison Reception Model of Concept Development (MCRM)* as a variation to the Bruner's Theory based model of teaching and has been selected by IATED, Spain and presented in the Fourth International Conference of Education, Research and Innovation 2011 held at Madrid, Spain from 12th to 14th of November 2012.

2.3.5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill?

Yes. The student teachers use micro-teaching technique for developing teaching skills.

The following skills are being practiced by all the trainees. Each trainee presents two lessons in the microteaching session on various skills.

- ✿ Introduction of lesson/Set induction
- ✿ Skill of questioning
- ✿ Skill of Illustration









- ✿ Skill of Stimulus Variation
- ✿ Skill of Explanation
- ✿ Skill of Reinforcement
- ✿ Skill of Chalk board writing

The process of micro teaching session involves:







- ✿ **Orientation:-** While using micro-teaching as training technique first of all the student teachers are well oriented about the concept, phases and cycle of microteaching. Followed by detailed information including, meaning, components, criteria & observation about each skill is provided to them.
- ✿ **Demonstration:-** Demonstration lesson on each skill is given. Student-teachers observe this demonstration lesson and then discussion follows where doubts and queries of the student-teachers are clarified.
- ✿ **Micro lesson plan and teaching:-** Student teachers prepare lesson plans and teach various skills. The sessions are video recorded also.
- ✿ **Feed back and Re-teaching:-** Educators and peers give feedback and based on it trainees modify the lessons. Regular feedback is given to the trainee by the peers and teacher in charge for the improvement of the skill.
- ✿ Link practice lessons have the time duration of 20-25 minutes. Every time when a student-teacher delivers the lesson the trainee gets feedback from peers & supervisor or teacher in charge and necessary suggestions are provided for the improvement.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers feedback mechanism, monitoring mechanisms of lesson plans, etc.)

- ✿ **Selection of Schools:** A list of 15 schools in and around the institution within 15 kms is prepared. The consent of the school authorities is taken for teaching practice.
- ✿ **Consent from Authorities:** District Education Officer's (DEO) consent is taken before sending the students to schools. Principal and the teacher in charge meet the head of the concerned schools and get permission to conduct practice teaching.

-  **Allocation of Schools:-** The list of students deputed to each school is prepared by the concerned optional teacher educator.
-  **Correspondence with schools:-** The staff coordinator of practice teaching makes proper correspondence through proper channel in advance with the schools and makes necessary modifications of the list, if necessary.
-  **Staff mentor and student leaders:-** Effective management of practice teaching session is done by a faculty in charge along with two student leaders. The students are sent to schools to collect time table and content to be taught well in advance.
-  **Peer discussion:-** A small group discussion of trainees is conducted with the guidance of teacher educator, there by, getting a thorough understanding of the content to be taught, strategies to be adopted, time management to be followed, teaching aids to be prepared, evaluation tools and techniques to be adopted, reference materials to be tapped including e-learning materials.
-  **Preparation of Lesson plans:-** The teacher trainees are expected to prepare lesson plans and teaching aids for a week in advance. They are corrected and duly signed by the teacher educator. Student-teachers are also well oriented about the time-table construction, managing human & material resources at the school and writing report on school plant and the knowledge is applied during the practice teaching. Various social and life skills, knowledge management skills are developed through community participations and games and sports activities, among the student-teachers which help them throughout the practice teaching period.
-  **General orientation and inter religious prayer:** Before the commencement of the teaching practice proper directions are given by the Principal and teacher educators. Principal assigns the leaders to hand over the attendance registers to school authorities. An inter-religious prayer meeting is conducted on that day.
-  **Practice teaching:** The session begins with meeting the principal of the school and concerned subject teachers. The Principal /head gives proper orientation on code of conduct to be followed in schools. The students have to sign in the attendance register kept by the school authorities. The trainees have to submit their lesson plans and get it approved before each class. Teacher trainees complete the topics given to them at stipulated time.
-  **Monitoring & Supervision by School Teachers, Teacher Educators and Principal:** The smooth and effective functioning of the teaching practice is ensured by the regular visits of the teacher educators and the Principal. The

teacher educators regularly visit various schools to observe the classes. The strengths and weaknesses are recorded in the daily diary to make necessary modifications in their teaching behavior. During the visit, teacher educators meet the head of the school, staff members for getting feedback of classes taken by trainees. The difficulties faced by the student-teachers if any are given due considerations and necessary guidance are given to rectify them.

-  **Observation:**-Arrangements are made to observe the classes either by the faculty of the institution or by the subject teacher of the school.
-  Teachers of optional subjects and core papers visit schools to ensure whether the trainees adopt the various philosophical, sociological, psychological principles and other theories while teaching. Teacher educators observe about 8 classes of each student and subject teachers of the school observe 30 classes and provide feedback on the evaluation proforma provided by the college.
-  **Peer observation:** A team of peer observes the respective optional classes daily and is documented in the daily diary (30 classes).
-  **Week end meet:** All trainees meet the teacher educators on every Saturdays for the approval of lessons plans for the week ahead. Reinforcement and suggestions for improvement are provided at this meet.
-  **Completion of teaching practice:** - Teaching practice session at the schools lasts for 42 working days (10 lessons in the first semester and 30 lessons in the second semester $30+10=40$, as per the University of Kerala order) in which student-teachers delivers 40 lessons altogether and observe lessons of their peers. A diagnostic test is administered one in each semester and remedial teaching is given accordingly. An achievement test is administered at the end of second semester practice teaching.
-  **Reflection:** After the completion of practice teaching, leaders submit attendance register and the sealed feedback of the students sent by the school authorities to the principal. The feedback is subjected to analysis. A reflection session on the experiences during practice teaching takes place on the first working days after teaching practice in the college auditorium. In the optional class each and every trainee reflects their experiences.


Thus the process of practice teaching runs smoothly with the active participation of every student-teacher, teacher-educators, schools staff and higher authorities including Principal and Heads of the schools.


2.3.7 Describe the process of Block teaching / Internship of students in vogue.


As the college follows the semester pattern the block approach to teaching is not mandatory. But the theoretical orientation on Modular Scheduling is imparted as part of the classroom instruction. The spirit carried out by the block approach is incorporated in finishing the practicum and during the intense practice teaching phases.

The curriculum of the B.Ed. course proposes to have an internship on completion of the regular two semester course at the college. However on account of delay in Governmental rules formulation the internship is not practically implemented.

2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teacher? If yes give details on the same.



 **Heads of school meet:** Before the commencement of the practice teaching, a discussion session is arranged in which all the faculty members of the college and heads of the Schools/ representatives share their views. The theme of the interaction covers the restructured practices in the B.Ed. and school curriculum, distribution of the classes, syllabus to be covered, maintaining discipline, code of conduct to be followed during practice teaching etc.

 Staff mentor is deputed for each school to coordinate the activities of the total programme to be carried out in consultation with the school authorities and principal of the institution.

 The concerned subject teacher in the school helps the student teacher to become effective teacher through open communication with the mentor teacher. Thus practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teacher.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The institution prepares the student-teachers for managing diverse learning needs of the students in the school by executing following activities:

-  Training in lesson planning and formulating objectives to bring forth desirable behavioural changes among school students with diverse learning needs.
-  Peer discussion under the supervision of teacher educator for acquiring subject mastery which help the student teacher to manage diverse learning needs.

- ✿ Enriching the students potential to apply diverse methods and strategies suited for students with different needs.
- ✿ Trainees are given training for the adoption of Edutainment strategy during practice teaching to gather attention of students with diverse needs.
- ✿ Provide training in the use of technology assisted instructions for using OHP, computers, lap tops and LCD to make classes more effective. Training is also given in the preparation of power point presentations.
- ✿ Trainees of science optional are given training in handling laboratory equipments and social science optional is given training in map reading skills. To make mathematics learning easy and interesting strategies are devised by using math labs.
- ✿ Provide knowledge about Child Psychology and in handling individual differences among school students psychology lab.
- ✿ Student teachers are well oriented with the process of conducting action research, case study etc.
- ✿ Students are equipped in the preparation of acceleration programmes and remedial instruction programmes to be adopted for school children.
- ✿ Awareness about the strategies to be adopted for satisfying the needs and requirements of disabled students in schools is provided.
- ✿ Student – teachers are trained in organizing morning assembly and other various cultural & academic activities at the college which they can apply in actual situations.
- ✿ Various social and life skills, knowledge management skills are developed through community participations and games and sports activities, among the student-teachers which help them throughout the practice teaching period.

Thus the student – teachers are able to manage the diverse needs of the students in the schools.

2.3.10. What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

- ✿ The theoretical back ground about technology based teaching learning is provided to the trainees through the core Paper III and the whole curriculum is transacted through modern technological equipments including interactive white board.
- ✿ Student teachers are well trained to use modern technological equipments such as computers, OHP, slide projector, LCD projector etc for or making teaching – learning process more effective.
- ✿ Training is given in the preparation of PPTs in the college computer lab and all trainees prepare their own PPTs and multimedia presentation.
- ✿ All Student teachers prepare slides, and (OHP) transparencies.

- ✿ A computer literacy course is organized in the college by the ICT club.
- ✿ Trainees are given orientation for net surfing and e-learning to gather more information in imparting the content

2.4. TEACHER QUALITY

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers.

A discussion session is arranged in which all the faculty members of the college and heads of the Schools/ representatives share their views. The theme of the interaction covers the restructured practices in the B.Ed. and school curriculum, distribution of the classes, syllabus to be covered, maintaining discipline, code of conduct to be followed during practice teaching etc. The concerned subject teacher in the school helps the student teacher to become effective teacher through open communication with the mentor teacher.

2.4.2 What is the ratio of student teachers of identified practice teaching schools? Give the details on what basis the decision has been taken?






The decision of allotment of practice teaching schools to the student-teachers and ratio of student teachers to the identified practice teaching schools are based on the following facts:

- ✿ Availability of the school.
- ✿ School should be within a limit of 15 km from the college
- ✿ It should be in easy access of the student-teachers.
- ✿ Number of student's strength in the schools and basic amenities at the school
- ✿ Attitude of the head of the school & staff.
- ✿ Recognition / affiliation of school with the government.
- ✿ Medium of instructions at the school.
- ✿ Whether the school is primary or middle or secondary
- ✿ The transportation facility available to the practice teaching school.




On the basis of above mentioned criteria a detailed survey is conducted by the teaching practice coordinator of the college and finally the schools for practice teaching are selected.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The various mechanisms adopted for giving feed back to the trainees for their performance improvement are as follows:

-  **Micro teaching:** During micro teaching sessions trainees get an opportunity for practicing various skills and immediate feedback is given. The video recorded session gives self feedback and introspection.
-  **Criticism Lesson:** During Criticism lessons trainees get proper feedback from the teacher-educators and the peers and based on it they make necessary modifications in their teaching behaviour.
-  **Video lesson:** Classes of selected students are video recorded and a report is prepared by each trainee followed by a discussion where proper feed back of the classes are given.
-  **Practice teaching:** During the practice teaching session, Principal, Optional teacher educators handling core papers and optional subjects, heads and teachers of practice teaching schools, and Peers provide feedback. The feedback is documented in their reflective diary and valuable suggestions are provided in general during the week end meet. The feedback mechanism adopted by the Optional teacher depends on the subject and nature of the lesson. Teacher educators create a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement.
-  **Reflection:** Self reflection by the trainees is done and documented in the practice teaching record after each class.

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

-  Before the commencement of the practice teaching at the school, a discussion session is arranged in which all the faculty of the college and heads of the schools/representatives share their views on the policy directions and educational needs of the schools to ensure that the student teachers are also updated on the same.
-  Staff coordinator of practice teaching disseminates these ideas among the trainees through an orientation programme before the commencement of practice teaching.
-  School visit also provides reflection of the policies and need of that practice teaching school

2.4.5 How do the faculty and students keep pace with the recent developments in the school subjects and teaching methodologies?


Faculty keeps pace with the recent developments in the various subjects and teaching methodologies through the following ways:

- ✿ Participation in refresher course, orientation courses organized by Academic Staff College and other NGO organizations
- ✿ Self familiarization of school textbooks, handbooks and source books along with peer interaction
- ✿ Continuous surfing of digital resources like internet and online depositories
- ✿ By attending seminars and workshops organized by subject associations at University level
- ✿ Interactive discussion with experts and officials of SCERT in the campus and outside venues
- ✿ Participating in professional associations like CTE and Subject associations of University of Kerala
- ✿ By utilizing community resources like University Library and Natural History and Science Museum
- ✿ Discussion on latest development in IQSC interactions
- ✿ Classroom based Action Researches in the form of Practicum to familiarize and practice the changes

Students keep pace with the recent developments in the various subjects and teaching methodologies through the following ways.

- ✿ Resource persons from SCERT give awareness to the students on the changes taking place in transaction of curriculum.
- ✿ Pedagogical analysis of textbooks and familiarisation with hand books
- ✿ Presenting papers in internal seminars and participating in workshop
- ✿ Utilization of library resources for preparing study material
- ✿ Interpersonal interaction leading to collaborative learning through peer group discussions
- ✿ Through debates and quizzes on school subjects
- ✿ By providing orientation sessions on models of teaching
- ✿ Through interactive discussion with teacher educators
- ✿ Bringing in community resources
- ✿ Internet surfing to get latest information regarding the topics
- ✿ Alumni resource persons share their knowledge on school subjects with student teachers and also in preparing teaching materials

2.4.6. *What are the major initiatives of the institution for ensuring personal and professional/ carrier development of the teaching staff of the institution (training, organizing and sponsoring professional development activities?)*

 **Selection of the members of the faculty:** Qualified competent faculty members are selected by an expert panel consisting of Management authorities, Government representatives, Principal of the college, representative of University based on the norms of UGC/NCTE.

The following are the major initiatives of the institution to ensure personal and professional/ carrier development of the teaching staff:

- ✿ Deputation to national and international conferences/seminars/workshops
- ✿ Training programmes on ICT, Personality development, life skills.
- ✿ Orientation Programmes organised by Academic Staff College
- ✿ Refresher courses organised by Academic Staff College
- ✿ Providing extension activities to other schools and higher education institutions
- ✿ Organizing seminars/workshops/talks in the college by IQAC
- ✿ Promoting research activities leading to Ph. D
- ✿ Undertaking Major and Minor researches

The institution itself organizes various programmes as follows:

Colloquium	National Colloquium on Challenges of Teacher Education in the 21 st Century
International seminar	Holistic education in a technology driven era
One day talks	Talks on different educational areas and research
Orientation programme for teachers	'Discovering the teacher within' for University teachers
State level seminar	State Level Seminar on Challenges of Continuing Education in collaboration with IAEA
Faculty discussion series	Presentation of different topics
National refresher course cum workshop	National refresher Course cum workshop in Frontier Areas of Research methodology for Social Scientists
INTEL	Master Trainers
Faculty seminar series organized by IQSC	<ul style="list-style-type: none"> ▶ Creating a successful life: tips by Dr. Sr. Mercykutty A. ▶ Relativity of teacher education to vision 2020 by Dr. Esther Gladiz ▶ Blended teaching by Dr. K.Y. Benedict ▶ Developing a healthy mind- Mr.Joju john

	<ul style="list-style-type: none"> ▶ Interdependence of education and philosophy by Ms. Sajana Jaleel ▶ Mnemonics-art of memory by Ms. Bindu.B ▶ Intellectual property right by Dr. Giby Geevarughese ▶ Stress management by Dr Maya. S ▶ Exercise programme after heart attack by Dr. T. P. Jose ▶ Internet safety by Mr. Laji Varghese ▶ Tuning our communication style by Miss. Joby Joy Kurien ▶ Art of reflection by Sr. Lilly Varghese ▶ Yashpal committee report 2009- A review by Dr. Maya. S
Colloquium	Regional Colloquium on Constructivism in ICT integrated Class room Environment
Lecture cum Demonstration	Lecture cum Demonstration on Mind power management and Classroom Effectiveness

- ✿ The faculty members study the educational journals and reference books in school subjects for the knowledge of updates in content and methodologies.
- ✿ The recent development in school education like grading system, concept of smart class and common entrance test for engineering, medical etc. have been discussed with students through wall magazine, morning assembly and discussion.
- ✿ As the annual examination system has been converted to semester system in the schools, the student teachers are guided to change their lesson plans and methodology.
- ✿ The books in different school subjects were made available to the student teachers and faculty.
- ✿ The members of the faculty are in direct contact with the teachers of different practice teaching schools to get acquainted with the change in school education system through meetings and personal interaction.
- ✿ The faculty members are given opportunities to attend and participate in seminars, conferences, workshops and extension lectures in colleges and Department of Education, and various universities to keep pace with the recent developments in the school subjects and teaching methodology.
- ✿ They develop their own teaching methods module for teaching aids and make use of relevant tools and techniques.

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes give details.

Yes, the institution adopts the following mechanisms to reward and motivate staff members.

- ✿ The institution encourages the participation of the staff in the process of decision-making in institutional functioning.
- ✿ Encourages the faculty to do research leading to PhD, Minor and Major research.
- ✿ Provides various technological resources for strengthening the teaching learning process.
- ✿ Promotes the staff to acquire additional qualifications and skills.
- ✿ Motivates to attend professional development programmes such as seminars, conferences and Workshops.
- ✿ Encourages the faculty to act as resource persons to Academic Staff College, different colleges, media etc.
- ✿ Give appreciation, recognition and awards to those teachers who excel in various fields

The College has constituted different Committees, Clubs, Association and Cells with teacher and student representatives, which play an important role in the planning and implementation of activities in different spheres of institutional functioning.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How are the barriers to student learning identified, communicated and addressed? (conducive environment, infrastructure, access to technology, teacher quality etc)


The environment of the institution is conducive to student teachers actualization of potentials. The faculty members are motivated and devoted for the welfare of student teachers.

The classroom problems and campus experiences are invited to share by the teachers. Their requirements, suggestions, needs and problems related to the seating arrangement, books, transport, canteen facilities, medical facilities, learning barriers, peer group disturbances or any other personal problems are properly identified and addressed.

These problems are solved with the help of staff council and management, through mentoring, tutorial and remedial programmes. The provision of

suggestion box also provides an extra space to student teachers to share their views on different learning barriers in the campus.

2.5.2 Provide details of different assessment/evaluation process (internal assessment, midterm assessment, term end evaluation and external evaluation)

 **Techniques of evaluation:-** The institution takes in to account the following evaluation techniques . The evaluation processes collect the data for cognitive, affective and psychomotor domain.

The various types of techniques adopted are:

- ✿ The oral and written tests (class tests, model examinations, semester examinations and external practical Board)
- ✿ Qualitative evaluation of records and teaching aids.
- ✿ Assignments and practicums (Assignments from each subject and 32 practicums in two semesters)
- ✿ Seminars (Both core papers and optional papers)
- ✿ Sociometry (class leaders, members of student council and best outgoing students)
- ✿ Check list (all the practical works)
- ✿ Rating Scale (practice teaching)
- ✿ Questionnaire (entry behaviour)
- ✿ Interview (admission, mock interview, unstructured interviews in the classes and practical board)
- ✿ Observation - participatory and non participatory (social visits, community extension programme, co-curricular activities)
- ✿ Log book and diaries (daily activities, special programmes, reports)

Stages of Evaluation:

- ✿ Semester evaluation
- ✿ Incidental evaluation
- ✿ Appraisal by the faculty
- ✿ Appraisal by the head of the institution
- ✿ Appraisal by the management

Refer Appendix 9

SEMESTER EVALUATION SCHEME B.Ed.

Number of working days during the academic year

Semester I : 100 days

Semester II : 100 days

SEMESTER I				
Subjects and Practical	D u r a t i o n	Theory (External)	Practical (Internal)	Total
		Score	Score	
A. Core Subjects				
Paper I- Theoretical Base of Education- Philosophical and sociological	2hrs	50	20	70
Paper II- Psychological base of Education	2hrs	50	20	70
Paper III-Associate subjects: Educational Technology and Educational Evaluation	2hrs	50	20	70
B. Optional subjects				
Paper IV- Theoretical Base of Teaching	2hrs	50	20	70
Paper VI- Principles of Pedagogical analysis	2hrs	50		50
C. Practicals				
1. Health and Physical Education			20	20
2. Teaching Practice			50	50
Total		250	150	400

SEMESTER II				
Subjects and Practical	Duration	Theory (External)	Practical (Internal)	Total
		Score	Score	
A. Core Subjects				
Paper VI-Theoretical Base of Education-National	2hrs	50	20	70
Paper VII- Theories of Learning	2hrs	50	20	70
Paper VIII- Associate subjects: Educational Management and Environmental Education	2hrs	50	20	70

B.Optional subjects				
Paper IX. Modern Instructional Strategies	2hrs	50	20	70
Paper X. Principles of Pedagogical Analysis of Syllabus	2hrs	50		50
C. Practicals				
1. Health and Physical Education			20	20
2. Teaching Practice			250	250
Total		250	350	600
Grand Total				1000

Semester Scheme Evaluation of M.Ed.

SEMESTER I			
	ESA	CA	Total Marks
Core papers			
Paper I	75	25	100
Paper II	75	25	100
Electives			
Electives I	75	25	100
Electives II	75	25	100
Total	300	100	400
SEMESTER II			
	ESA*	CA**	Total Marks
Core paper – Paper III	75	25	100

Electives	75	25	100
Thesis	250	----	250
Viva-voce	50	----	50
Total	450	50	500

* *End Semester Assessment*

** *Continuous Assessment*

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of students and curriculum transaction?

The following strategies are used by the institution to communicate the Assessment/evaluation outcomes which helps to improve the performance of students and curriculum transaction.

- ✿ Orientation programme provides an awareness about the scheme and pattern of evaluation for the course
- ✿ Orientation by general subject teachers
- ✿ College calendar gives a detailed description of the curriculum and scheme of evaluation in each semester
- ✿ Feedback by the Principal of the institution
- ✿ Periodical input by teacher educators
- ✿ Progress of academic achievement
- ✿ Announcement in the College assembly
- ✿ Guardian Angel Meeting
- ✿ Periodic display on notice boards
- ✿ Semester evaluation (Internal marks) are informed officially by the principal
- ✿ Orders and circulars from the university/ Government regarding change in evaluation pattern are displayed on the notice board
- ✿ Public addressing system

The institution monitors the progress of the students and communicates it to the parents:

- ✿ PTA meetings
- ✿ Class PTA

- ✿ Communication over phone
- ✿ E-mails

2.5.4 How is ICT used in assessment and evaluation process?

- ✿ Computers are used for online registration of the students in the University of Kerala.
- ✿ Computers are used for question paper setting
- ✿ Preparation of internal mark sheets
- ✿ Hall Tickets and Nominal Roll
- ✿ Publication of results by the University
- ✿ Digital Library
- ✿ Digital Attendance system

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

ICT Integrated teaching through:

- ✿ Smart class rooms with computers and interactive white boards
- ✿ Use of Computers
- ✿ Interactive white boards for transacting the curriculum effectively
- ✿ Online Math Lab USA
- ✿ Interactive Language Lab
- ✿ Software / Courseware (CDs)
- ✿ Audio resources and Video resources
- ✿ Social Networking for continuous communication
- ✿ ICT mediated seminars by trainees
- ✿ Computer literacy programme
- ✿ Life skill training
- ✿ Yoga/Aerobics training

Use of diverse teaching methods:

- ✿ Through seminars , Workshops, ICT ,Constructivism
- ✿ Dissertations
- ✿ Web OPAC
- ✿ Simulation

- ✿ Quizzes and Debates
- ✿ Cooperative learning strategy
- ✿ Brain storming
- ✿ Problem based practicum
- ✿ Training in different Models of Teaching:
 - ✿ Problem based practicums
 - ✿ Research journal
 - ✿ Remedial teaching programme
 - ✿ Active PTA
 - ✿ Human resources from Alumni (THEOSA)
 - ✿ Mentoring – Guardian Angel Programme
 - ✿ Publications like manuscript magazines, college magazines, research journal, THEOSA voice, newsletters of clubs and college union
 - ✿ Organising extension lectures by eminent educationists
 - ✿ Community extension programmes and value education
 - ✿ Programmes to inculcate national integration and international Understanding
 - ✿ Organise seminars (International, National, Regional)
 - ✿ Organise national level workshop on “Research Methodology”

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- ✿ All faculties are well equipped in handling interactive white board and other technological devices like LCD, Laptop and Computers.
- ✿ The faculty members are skilled in delivering their instructions, orientation and demonstration in micro teaching and real teaching lesson with the help of power point and LCD Projector.
- ✿ Every faculty has his/her unique classroom interaction and teaching methodology. They use activity centred, brain storming project based and students’ participation ensuring strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project method, role playing report writing, quiz puzzles, brain storming, inductive-deductive reasoning.
- ✿ The faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively. The effective use of chalk board, Communications and different audio visual aids give an extra edge for best practices in instructional field.

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 Teaching Learning and Evaluation and how have they been acted upon?

The first accreditation report highlights the significant programmes to develop the all round personality of the teacher student and almost all the points of the evaluation criteria were fulfilled. The following were the suggestions:

- ✿ As per the suggestions made by the first assessment report before the teaching practice session a meet with teacher educators and heads of schools is arranged to exchange information regarding curricular changes.
- ✿ As per the suggestions given in the first assessment report during the practice teaching session, Principal, teacher educators handling core papers and optional subjects, subject teachers of practice teaching schools, and peers provide feedback. Thus a multifaceted observation ensures that all the practice teaching classes are evaluated. The feedback is documented in their reflective diary and valuable suggestions are provided in general during the week end meet. Teacher educators create a positive and motivating environment for feedback and all strength, drawbacks, limitations are discussed and remedial measures are suggested for improvement. Self reflection by the trainees is done and documented in the practice teaching record after each class.

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

ICT Integrated teaching through:

- ✿ **Smart class rooms with interactive white boards**
- ✿ **Continuing with the use of Use of Computers, Intranet, and Internet learning**
- ✿ **Online Math Lab USA**
- ✿ **Interactive Language Lab**
- ✿ **Addition of more tests and tools in the Psychology Lab**

- **Upgraded Technology lab and Computer Lab with more computers and CDs.**
- **Addition of more Software / Courseware (CDs) to transact curriculum effectively**
- **Video resources to enrich classes**
- **Social Networking for continuous communication**
- **ICT mediated seminars by trainees, Preparation of PPT by all trainees**
- **Computer literacy programme**

 **Use of diverse teaching methods:**

- **Through seminars using ICT, Constructivism, Cooperative learning strategy, Brain storming and Training in different Models of Teaching,**
- **Problem based practicums in connection with social, national and curricular issues.**
- **Continue the publication of Research journal**
- **Projects and dissertations in the M Ed course**
- **Remedial teaching programme funded by UGC**
- **Mentoring – Guardian Angel Programme**
- **Life skill training programme**
- **Organising extension lectures by eminent educationists**
- **Programmes to inculcate national integration and international understanding**
- **Organised seminars (International, National, Regional)**
- **Organised national level workshop on “Research Methodology”**

