









5.1. STUDENT PROGRESSION




5.1. 1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The mechanism for assessing the preparedness of the students at the commencement of the programme:

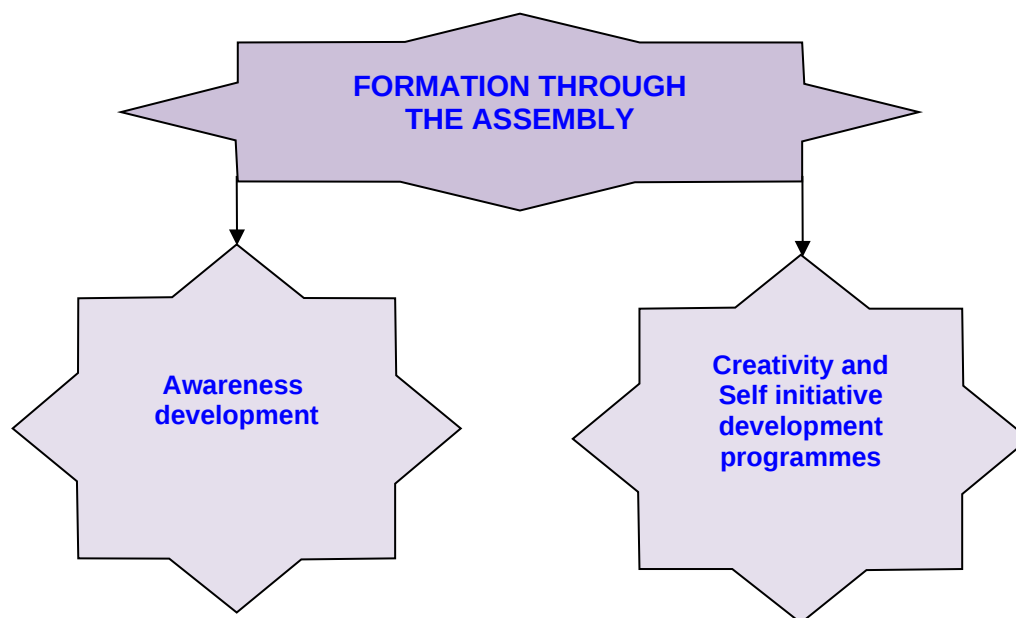
-  **The Principal's initial orientation:** As a part of the admission procedure the principal conducts an orientation interview in which a very detailed account of the course and the possibilities as well as the challenges are shared to the parents as well as the students. This interview session ensures the preparedness of the students. This develops motivation and mental readiness of the students to the course.
-  **The Teachers' interview:** A teacher who is a member of the admission committee assesses the students' preparedness for the programme during the interview to a certain extent. In the first stage of verifying the certificates, the faculty member interacts with the students and probes into the attitude of the aspirant to the teacher education course, the teaching aptitude and interest in the teaching career.
-  **Orientation programme:** There is an orientation programme at the commencement of the course where:
 - ▶ 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 also introduced.
 - ▶ 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.
-  **Profile:** A personal profile is collected from the students through which the past accomplishments, strengths and weaknesses of the teacher trainees are assessed by the faculty members.
-  **Entry level pre-test:** A Pre test is administered to assess the entry behavior of teacher trainees. The students are supposed to answer a questionnaire at the commencement of the course. This is to identify the entry level knowledge and skills.

-  **The befriending 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 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.
-  **Auto biography:** Students are asked to prepare an auto biography which enables the teachers to understand them to a great extent.
-  **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 used 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 quizzes and debates.

The mechanism to ensure the development of appropriate academic and professional enhancement:

-  **The Principal's Role:** The Principal meets the students in class and individually at various occasions to give pieces of advice to ensure that the students are adjusting with the course and the environment and help the students develop teacher competencies. The Principal supervises faculty members' / students' work and give suggestions for improvement. Whenever a person faces some personal, academic or adjustment problems the Principal immediately steps in and gives guidance and counselling to enable the students to progress.
-  **The Faculties' Role:** The members of the teaching faculty are keen to help the students at any time. Teachers motivate the students to shoulder the responsibility of taking India to the next level of development and APJ Abdul Kalam's DREAM2020. The teaching faculty focuses on developing interest in the teaching profession. Using a variety of programmes the students are helped to sharpen their mind power and develop teacher competencies. Students individually at various occasions to give pieces of advice to ensure that the students are adjusting with the course and the environment and help the students develop teacher competencies.
-  **The Clubs/Associations/Student Council Activities:** There are twelve objective based clubs, six subject associations and student council in the college which ensure development in various areas. A faculty member serves as the programme co-ordinator of various clubs and associations. The staff advisor co-ordinates the activities of the student council. The co-ordinator ensures that students receive appropriate academic and professional advices through the various activities

- ❖ **Offering educational guidance:** The Principal and the members of the staff are always prepared to offer help and assistance through the guidance and counselling bureau of the college.
- ❖ **Formation through the assembly:** The assembly is organized every Wednesday at the college. The assembly helps the formation of teacher personality in two ways:



- ▶ **Awareness Development:-** In the assembly the Principal gives instructions and a general awareness to the students on various aspects. The Principal appreciates the progresses and stresses the areas which are to be improved, gives advices leading to academic and professional excellence by keeping self discipline, time management etc. Students are motivated to do their responsibilities in a very effective manner.
- ▶ **Creativity and Self initiative development programmes:-** The college assembly is a platform for the students to develop the creativity and self-initiative of the students. Students perform in group and individually. It helps the trainees in imbibing the leadership qualities. Programmes include:

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|--|---|
| <ul style="list-style-type: none"> ❖ prayer song ❖ The thought for the day - Thenthulli ❖ The international news ❖ The national news ❖ The regional news ❖ The campus news | <ul style="list-style-type: none"> ❖ Book review ❖ The relevance of the day ❖ Message by the Principal ❖ Pledge taking ❖ College anthem ❖ National anthem |
|--|---|

These are some of the strategies that help the progress of the students for the effective completion of the requirements of the course.


5.1.2. How does the institution ensure that the campus environment promotes motivation,


satisfaction, and development and performance improvement of the students?

Motivation, satisfaction, and development and performance improvement of the students are ensured in the campus through various means:

- ✿ The management system
- ✿ The Principal's leadership roles
- ✿ The teachers' role
- ✿ The invited guests' role
- ✿ Prizes and awards
- ✿ Formative and summative Evaluation
- ✿ Continuous and comprehensive Evaluation
- ✿ Integral personality development programmes
- ✿ Performance improvement programmes


A detailed account of the above:


 **The Management System:** The management always stands for academic excellence. All facilities help the students to bring out their optimal performance are ensured by the management. The state of the art infrastructure facilities - the road, the building, furniture and the library- provided to the students help them to excel in their academic achievement. The vision and mission of the management ensures social justice in the distribution of wealth and the upliftment of the poor. A great academic ambience maintained in the Mar Ivanios Vidyanagar influence the students very positively.

 **The Principal's Leadership Roles:** The Principal plays a pivotal role in motivating the students. The empathetic approach and compassionate interaction style of the Principal encourages the students to share their troubles and problem with the Principal. Principal meets each trainee in


146

person and makes a SWOT analysis of all the students leading to the provision of opportunities to empower them to overcome the challenges and weaknesses. Whenever the Principal meets the students they are encouraged to bring out the best in them- body, mind and the soul.


 **The Faculty's Role:** The faculty play a catalytic role in encouraging the students to perform in a better fashion. Rapport is built between the faculty and students, which help the students to interact freely with them on academic matters by means of E-learning and M-learning.


 **The Invited Guests' Role:** The union activities, the club activities and the subject association activities are planned in such a manner that plenty of luminaries in the society are invited to the campus to interact with the students. Those people who would

encourage the students for a balanced living and value oriented life are invited to the college.


-  **Awards and Endowments:** A wide variety of awards and endowments are instituted in the college to encourage the students to perform well. There are proficiency prizes, endowment awards and special financial aid to economically weaker students.

Refer Appendix 12




-  **Continuous and Comprehensive Evaluation:** The evaluation in the college is continuous and comprehensive. Even the minor initiatives are taken into account in the evaluation part. All the practical works and performance and teaching strategies adopted and even the attendance of the candidate is taken into account in the process of evaluation. The periodical tests help the students to be vigilant all the time. Model examinations are also conducted at the end of each semester.

-  **Integral Personality Development Programmes:-** The institution provides an effective and conducive environment to the prospective teachers for the effective learning and overall development including academic, physical, social, moral, cultural and spiritual aspects of personality which in turn results in the actualization of the four pillars of education: learning to learn, learning to do, learning to be and learning to live together. Multifaceted programmes are organized in the college through the student council, associations and objective oriented clubs.

-  **Performance improvement programmes:**

-  **Improvement of teaching skills:** Microteaching sessions, link practices, demonstration classes, criticism classes, etc. are organized to attain and improve various teaching skills. Proper feedback is given by teacher educators as and when needed.

147

-  **Improvement of teacher behaviour:** Proper feedback and guidance are given at the time of practice teaching to improve teacher behaviour.
 -  **Improvement in theoretical achievement:** Institution adopts diverse teaching- learning strategies to cater to the needs of slow, average and gifted students. Remedial programmes are organized to improve achievement of the trainees. Daily tutorials are conducted to have a healthy interaction with students which in turn help the student teachers make attitudinal changes, sharpen skills and develop cognitive base of the pedagogy. Continuous mentoring helps to maintain mental health of the students.
 -  **Improvement of the practical works:** The student teachers are assisted to develop high quality teaching aids for the effective functioning of practical work. The student teachers are given training in the use of hardware like LCD, OHP, interactive white board, laptops and desktops. ICT enable teaching strategies are adopted during practice teaching.

The topics selected for the practicums are such that the completion results in the development of social intelligence and integrity.

5.1.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

DROP-OUTS IN THE LAST FIVE YEARS (out of 150 students)		
YEAR	MALE	FEMALE
2007-2008	Nil	1
2008-2009	Nil	2
2009-2010	Nil	1
2010-2011	Nil	3
2011-2012	Nil	Nil

THE REASONS FOR DROP-OUTS

There are four reasons for the incidence of drop-out.

- ❖ Pregnancy and health problems

148

- ❖ Getting permanent job
- ❖ To pursue higher education in other areas like M.Phil., Ph.D. etc.
- ❖ Availing opportunities in foreign countries.

MECHANISM FOR CONTROLLING THE INCIDENCE OF DROP-OUT








The institution cannot control the dropouts coming under the above mentioned reasons. Any how the institution provides chances for students for getting readmission to the course. Alternate arrangements are provided for appearing before the practical board examination at University Level.


5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?


TO COMPETE FOR JOBS


In order to compete for the jobs following types of assistance are offered in the college. They are:

Enhancement of Intellectual input:-


-  Quality teacher training
-  Career coaching
-  Career talks
-  Visits by professionals
-  Visit to service sector centres
-  Incorporating community resources
-  Remedial coaching for filling knowledge gaps.


 **NET/SET Coaching:-** The college provides plenty of opportunities for helping the students to clear qualifying examinations like NET and SET. The institution provides coaching for NET/SET by incorporating community resources.


 **Motivation :-** Opportunities are provided to realize the dignity of labour and significance of hard work and to maintain enthusiasm and confidence

 **Emotional support:-** There is continuous interaction with the students to empower them emotionally. Opportunities are provided for emotional expression. Mentoring is also given as and when needed. Co-curricular activities are organized for effecting emotional catharsis. Development of emotional intelligence is infact the need of the hour. The college offers plenty of opportunities for developing emotional intelligence.

149

 **Personality development:-** The institution offers thorough training in developing teacher personality. Various programmes are organized by the student council, associations and clubs for developing leadership qualities and social intelligence.

 **Computer and internet :-** The ICT course conducted at the college helps the students gain confidence to keep abreast with the knowledge explosion and trends in teaching profession.

 **Life skill training:-** Life skill training is given to develop abilities for adaptive and positive behaviour which help the trainees to deal effectively with the demands and

challenges of everyday life. Life skills such as communication skills, problem solving skill, negotiation skills, critical thinking, decision making skill, self management skill, creative thinking, time management, stress management, self management etc. are focussed in life skill training. The SC/ST students of the college are sent for the Finishing School Life Skill Training Programme conducted by Centre for Adult and Continuing Education. The representatives of the students are sent for the Altius Mentors Camp for Leadership Training at Mariarani Centre organized by World Malayalee Council. The participants enjoyed the programme and shared the experience of the leadership training programme with all the student teachers.

- ❖ **Vocational Guidance services:-** The vocational guidance is given to students. The placement cell gives opportunity for campus recruitment. Online tutoring system is also taken up by students after getting training towards it.
- ❖ **Communication training Programme** Facilities provided by the college such as communicative English programme, speech and oratory course etc strengthens the potential of the students. Students are given special opportunities for overcoming their weaknesses in areas of communication.

TO PROGRESS TO HIGHER EDUCATION

In order to help the students to aspire for higher education the following strategies are effectively adopted.

- ❖ **Participation in Intercollegiate activities:-** The students are provided opportunity to visit the Department of Education, other departments and various other colleges during international, national and state conferences. This helps the student teachers to see and understand the programmes of the post graduation course.
- ❖ **Promoting paper presentation:-** The students are provided opportunity to present papers in international, national and state conferences organized
150
by the parent institution and other colleges. The teachers help the students in conducting minor researches and action researches. This helps the student teachers to develop the positive attitude towards higher education and researches.
- ❖ **Sending students to Department of Education for open defense:-** The students of the institution at both graduate and post graduate level are given chances to attend the open defense session for the doctoral degree.
- ❖ **Seminars for M.Ed. Students at the college:-** The college conducts M.Ed. Colloquium once in a while where all the old students who did post graduation are invited to the college. During this programme students get the opportunity to interact with the post graduation course.
- ❖ **Experience sharing by teachers:-** The teachers of the college share their experience of the post graduation course. Taking the challenge of completing one more P.G. has

literally changed the career graph of all the teachers. This sharing also encourages the students to go for higher studies.

❖ **Interaction with the PG students:-** In the college the students get the opportunity to interact with the seniors. The post graduate students and the B.Ed. students have plenty of opportunity to mingle with one another.

❖ **Career guidance:-** The institution has a carrier Guidance cell which help the students get awareness about the higher education- the institutions, the courses, the number of seats available, availability of stipends and scholarships, availability of accommodation facilities and the consequent possibilities of career options. Students are encouraged to take up research after completion of PG.

STUDENTS QUALIFIED IN SET, NET, CENTRAL/STATE SERVICES

Competitive Examination	No. of Students Qualified in	
	2010-2011	2011-2012
NET	12	14
SLET/ SET	21	26
KPSC/ UPSC/ Banking Service	24	16

151

5.1.5. What percentage of students on an average goes for further studies/ choose teaching as a career? Give details for the last three years?

Majority of our student teachers choose teaching as their career and are working in various government/aided/ unaided/ public schools and colleges on regular/ temporary / guest/ contract basis. Around 30 per cent of our student teachers go for higher studies such as post gradation, M.Ed., M.Phil. and Research.


Year	PG	M.Phil.	Research	Teaching career	Other career
2009-2010	12%	6%	4%	57%	8%
2010-2011	15%	7%	3%	61%	7%
2011-2012	16%	8%	4%	69%	6%

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio- video resources,

computer hardware and software related and other resources available to the student teacher after graduating from the institution? If 'yes' give details on the same.


Yes. The institution provides training and access to library and other education related electronic information, audio- video resources, computer hardware and software related and other resources available to the student teacher after graduating from the institution.


The following facilities are accessible to old students by the permission of the Principal:


 **Library facility:-** Those who pursue higher education can have access to the library for reference purposes. The reading room is accessible to old students. The following are the facilities in the reading room.


- ✿ Journals
- ✿ Periodicals
- ✿ Periodicals and handouts for vocational information
- ✿ English Dailies
- ✿ Vernacular Dailies
- ✿ Health Magazines
- ✿ Spiritual Magazines and other current and relevant materials


152


 **Computer and internet facilities:-** The alumni members of the college can access the computer lab for higher studies and research. The alumni executive members frequently visit the college and use the computer lab for electronic communication among members.


 **Educational CDs:-** The power point presentations prepared by the faculty members are also shared with the old students to improve their teaching in the respective schools.

 **Teaching aids:-** The teaching aids and models kept in the college are shared with the old students who use them for teaching purpose in their schools.

 **Study material:-** The model lesson plans on models of teachings are shared with the old students to improve the quality of teaching.

 **Social networking:-** The expertise of the faculty members are continuously shared with the old students through social networking.

 **Guidance and counselling:-** Personal and professional guidance are offered to the old students as and when they need it.

 **Sharing of courts:-** The old students access the badminton court and the basketball court with prior permission of the Principal.

 **Sharing of colour flags:** - The sister institutions occasionally share the colour flags.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes, there is a placement cell in the college. The cell provides support to the trainees in seeking employment at different schools. The student data is collected and filed. The placement cell provides information regarding candidates on inquiry from schools. The selected candidates are communicated over telephone and e-mail. The placement cell also organizes campus recruitment.

No. of Students who benefited through the Placement Cell

Year	No. of Students benefited
2010-2011	39
2011-2012	43

153

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The following are some of the challenges that the placement cell faces and strategies adopted to overcome:

Difficulty Faced	Strategy Adopted to Overcome
The course timing adopted by the University of Kerala poses some challenges in finding out placement for the teacher trainees. The course commences in November and ends in October while the school academic programmes commences in June. The advertisement for teacher recruitment is usually done during summer vacation in private schools.	The institution organizes campus placement in November and December and students are identified then and recruited in the next academic year. Moreover the college keeps in touch with the sister institutions and whenever there is need for a teacher, we immediately get in touch with the students. We focus on sending our students to colleges as assistant professors and guest faculty.
The schools demand the command of	There is a club named oratory and

English language and some students who join the course do not have the communicative competency.	communication club which is working with a view to develop competency in English language. The club offers a very effective communication English course to ensure the development of the command of English Language.
The schools require the proficiency in the use of ICT and some students who join the course do not have the same.	In order to develop the ICT skills of the student teachers there is ICT club in the college. The club offers an ICT course which gives hands on training of computers.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes. The institution has arrangements with practice teaching schools for placement of the student teachers but the number is limited. The large number of schools where practice teaching is done are Government and aided schools, which cannot absorb the candidates on their own.

154

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- **Human resource mobilization:-** One faculty member is assigned the responsibility of the placement cell. The college family plays a unique role in identifying vacancies in different schools in their locality and candidates are assigned to report to the respective schools. Placement cell ensures the appointments. The registered lists of the candidates are carried over to the future years. The institution maintains a rapport with the employers and heads of the schools for effective functioning of the placement cell.
- **Financial and ICT support:** The College provides financial support to the placement cell to gather information and maintain the records. Communication is done through ICT facility. (telephone, e-mail, social network, Orkut-MTTC community, Facebook)

5.2 STUDENT SUPPORT

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extracurricular

programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

PLANNING OF CURRICULAR, CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMMES

- ❖ **As per the University Norms:-** College follows the curriculum prescribed by the Kerala University. The curricular (teaching- learning processes) programmes are planned as per the calendar provided by the University.
- ❖ **Planning by the staff council:-** The staff Council meets before the commencement of the course every year and extensively evaluates the feedback and suggestions offered by the previous batch. In accordance with the suggestions an institutional curriculum framework which helps for the formation of balanced teacher personality is prepared. The staff council takes into account the total number of periods, the preparation of time table and all the important activities connected with teacher training. Through elaborate discussion various responsibilities are shared among the members of the faculty. Thus the teachers are given the responsibilities like staff secretary, staff advisor, co-ordination of different clubs, tour-in-charge, academic co-ordinator, staff editor for the magazine, the responsibility of documentation, students grievance cell, staff grievance cell, counselling, club co-ordination, organization of practical board examinations, distribution of

155

awards and prizes, maintenance of log book, PRO, responsibilities of correspondence with UGC, NCTE, NAAC, CTE, staff secretary to PTA, staff secretary to THEOSA (Alumni). A planning committee is selected by the staff council to work out the details of the basic curriculum frame work.

- ❖ **Planning by the planning committee:-** A planning committee, chaired by the Principal is constituted with six members of the staff. The planning committee prepares the *academic calendar, plan of action and the time table* for the academic year.
- ❖ **Planning by the student council:** The student council is a democratically selected team representing six optional classes and one PG student. One of the faculty members (Staff Advisor) is given the responsibility of monitoring the activities. Student council formulates the general policy and also guide the activities of the institution. The activities of each academic year are planned at the beginning of the year.
- ❖ **Subject-wise planning:-** Each faculty member plans the activities of the optional class ahead of the commencement of the academic year, conducts a discussion with the students and finalizes the course of action.

- ❖ **Optional association planning:-** Each optional class plans the activities of the association after conducting a detailed discussion in the class. There is an award for the best association.
- ❖ **Planning of the club activities:-** Each club has seven executive members, monitored by a co-ordinating teacher. The executive committee is democratically selected giving representation to each optional class. A president and a secretary are selected from among the seven executive committee members. The co-ordinator in charge and the executive committee members conduct a discussion at the commencement of the academic year and action plan is charted out for the year.

DISSEMINATION OF THE ACTION PLAN

- ❖ **College calendar:-** The college calendar is effectively used as a tool to disseminate the action plan. It gives the day to day activities. A detailed picture of the B.Ed. and M.Ed. courses including the syllabus, basic requirements, scheme of examination etc. are also given in the calendar.
- ❖ **Assembly:-** An assembly is organized every wednesday. The Principal judiciously uses the occasion to give awareness about the activities that would commence in the near future.
- ❖ **Notices:-** There are situations where the students need to be informed about the programmes of the college. Then the Principal gives short notices briefing the coming event.

156

- ❖ **Notice Boards:** The notice boards are used to display the future course of action.

- ❖ **The public announcement system:-** The programmes and events are informed by using public announcement system.

EVALUATION

The following are the methods of collecting feedback:

- ☀ Periodic evaluation of the course by the students
- ☀ Periodic evaluation of the staff performance by the students
- ☀ A suggestion box is kept in the parlor where the students can give their suggestions
- ☀ PTA Meet is an occasion of collecting feedback
- ☀ The faculty's personal interaction with the students is another technique for collecting feedback from the students.

ANALYSIS AND REVISION

The collected feedback is analysed by the Principal and the faculty. Discussions on required changes are conducted and decisions are taken for effective implementation of academic activities.

5.2.2. How is the curricular planning done differently for physically challenged students?

Effective curricular planning is conducted for helping the physically challenged students to fulfill the responsibilities of the training programme such as:

- ✿ Individual attention by the optional teacher.
- ✿ Providing tape records.
- ✿ Provision for recording the class.
- ✿ The peer tutoring and inclusive learning experience.
- ✿ Braille books for the methodology course in the institution.
- ✿ Alternate arrangements for the completion of practical records.
- ✿ Scribe is provided for public examination.
- ✿ Extension of time for public examination.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution has mentoring arrangements to cater to the diverse needs of the learner.

157

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-Student:-** The institution has a Guardian Angel system in which ten to fifteen students are 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 trainees 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.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

In addition to state of the art infrastructure facilities and technical support the following are the mechanisms which support and enhance the effectiveness of the faculty in teaching and mentoring of students:

Encouragement in faculty development programme

- ☀ The institution encourages faculty in participating in various seminars workshops and refresher courses to update their knowledge.
- ☀ The institution encourages the faculty members to undertake major and minor research projects, FIP leading to Ph.D.
- ☀ IQAC of Mar Theophilus Training College periodically organizes lecture series in which all faculty members enrich themselves through periodic presentation of papers on innovative trends associated with collaborative interaction.

Creative administrative system with decentralization of power:

The administrative system of the college is very effective in utilizing the human resources input. The fund from the UGC is effectively utilized for improving the training quality of the institution. Each member of the faculty is assigned with the responsibility of clubs, associations, cells and other miscellaneous responsibilities. Each one is accountable to the management and Principal for the performance of the assigned duties.

- ☀ **Guardian Angel programme:** Guardian Angel system where a group of fifteen students are assigned to a faculty member for both academic and

158

personal guidance. This mentoring strategy is helpful to increase the success of students. Faculty and students meet and interact continuously for growth.

- ☀ **Spiritual Intelligence Empowerment programmes:-** The institution organizes the following programmes for value inculcation and spiritual intelligence empowerment:

- ▶ Invited talks
- ▶ Annual retreat
- ▶ Inter religious prayer
- ▶ Morning Prayer
- ▶ 'Subhashitham' - Thought at the dawn
- ▶ Yoga

- ☀ **Staff recreation:** The institution has various facilities for staff recreation like

Provision for indoor games

- ▶ Provision for outdoor games
- ▶ Aerobics
- ▶ Health Club

- ☀ **Staff tour:** The institution organizes one day tour programme for both teaching and non teaching staff annually.

- ☀ **Staff family get-together:-** The institution organizes staff family get-together annually in order to strengthen the interpersonal intelligence and the family bond of the members of the staff.

5.2.5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the college has its website - www.mttc.ac.in. The following information has been posted on the website.

- ✿ History
- ✿ Management
- ✿ Mission
- ✿ Vision
- ✿ Goals
- ✿ Objectives
- ✿ Courses offered
- ✿ Admission policy and process
- ✿ Infrastructure facilities
- ✿ Details of faculty
- ✿ Laboratories and libraries
- ✿ Image gallery of various functions
- ✿ Contact details
- ✿ Mandatory Disclosure
- ✿ IQSC Documents
- ✿ NAAC Report
- ✿ Newsletter
- ✿ Former Principals
- ✿ PTA
- ✿ Results
- ✿ Academic Toppers
- ✿ Theosa

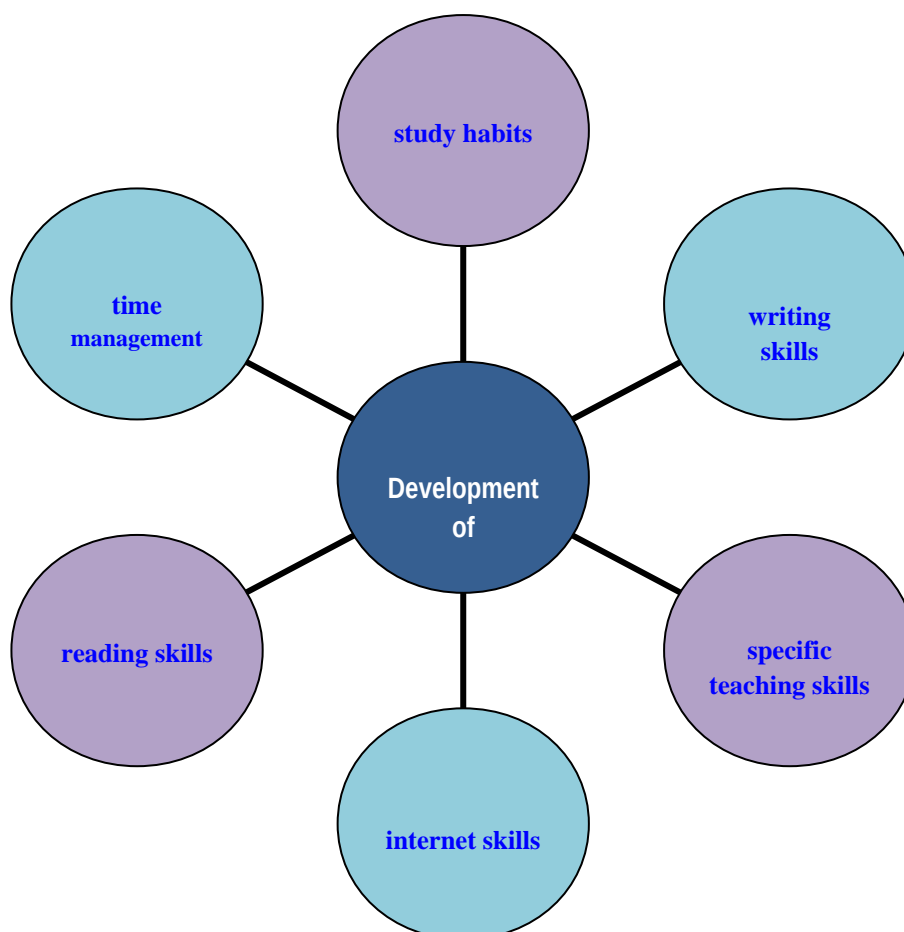
The college website is updated periodically.

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the institution has a remedial programme for academically low achievers.

- Master remedial programme:** The low achievers are identified by observation, formative and periodic evaluation. Based on the analysis remedial programmes are conducted in order to equip them for model and public examinations. The programme is carried out by using the grant from University Grants Commission. The institution as a whole takes up the responsibility and the remedial programme is conducted using the human resources from the parent institution and outside.
- Subject-wise shepherding:** The faculty members at first make an analysis of the performance of the students in their respective classes. Members of the faculty adopt separate measures to help the students individually to build the intellectual and personality gaps so that they develop congruent personality.

The focus areas are:



160

📌 **Guardian Angel Programme:** In the Guardian Angel programme a group of fifteen students belonging to six optional classes are assigned to a faculty member for remedial education, academic and personal guidance. This mentoring strategy is helpful to the student teachers to develop study skills and overcome academic problems. The focus areas are:

- ▶ Development of Social skills
- ▶ Guidance
- ▶ Solving adjustment problems
- ▶ Inculcation of teacher values

📌 **Peer based remediation:** There is a programme called *each one teach one*. The advanced learners become proctors in helping the target group. The focus is on:

- ▶ Academic remediation
- ▶ Practice teaching orientation
- ▶ Group based teaching
- ▶ Proctor system

In addition to the four programmes organized by the institution, the students are encouraged wholeheartedly to participate in the remedial education programme organized by ALTIUS and CACEE. In 2010-2011 the weak students were sent for ALTIUS Camp, CACEE

Life Skill training programme, CACEE Communicative English programme (finishing school).

The above programmes help the low achievers to score high marks and show self initiative in the curricular and co-curricular activities.

5.2.7. What specific teaching strategies are adopted for teaching Advanced learners and (b) Slow Learners

For advanced learners the following opportunities are created to satisfy their needs and to boost their morale

- ▶ Opportunity for seminar presentation
- ▶ Organizing extension lectures by eminent educationists
- ▶ Assign duty as remedial instructor to help slow learners
- ▶ Organising Micro teaching
- ▶ Participation in administration
- ▶ Resource person for Spoken English, ICT and Yoga courses
- ▶ Leadership of clubs and associations
- ▶ Opportunity to organize exhibition/ workshops/ field trips etc.
- ▶ Opportunity to lead team teaching

161

For slow learners the following opportunities are created to help them fulfill the responsibilities of the course and to satisfy their requirements:

- ▶ Confidence building by teacher educators
- ▶ Scaffolding by student teachers
- ▶ Providing individual attention
- ▶ Re-teaching of the tough topics
- ▶ Providing audio classes
- ▶ Computer assisted learning
- ▶ Special orientation for preparing criticism classes and discussion lessons
- ▶ Micro teaching to improve skills
- ▶ Participation in administration
- ▶ Participation in seminar presentation
- ▶ Spoken English course for improving command of English language
- ▶ Computer literacy through ICT course
- ▶ Participation in clubs and association activities
- ▶ Ensuring participation in exhibition/ workshops/ field trips etc.
- ▶ Involvement in team teaching programme

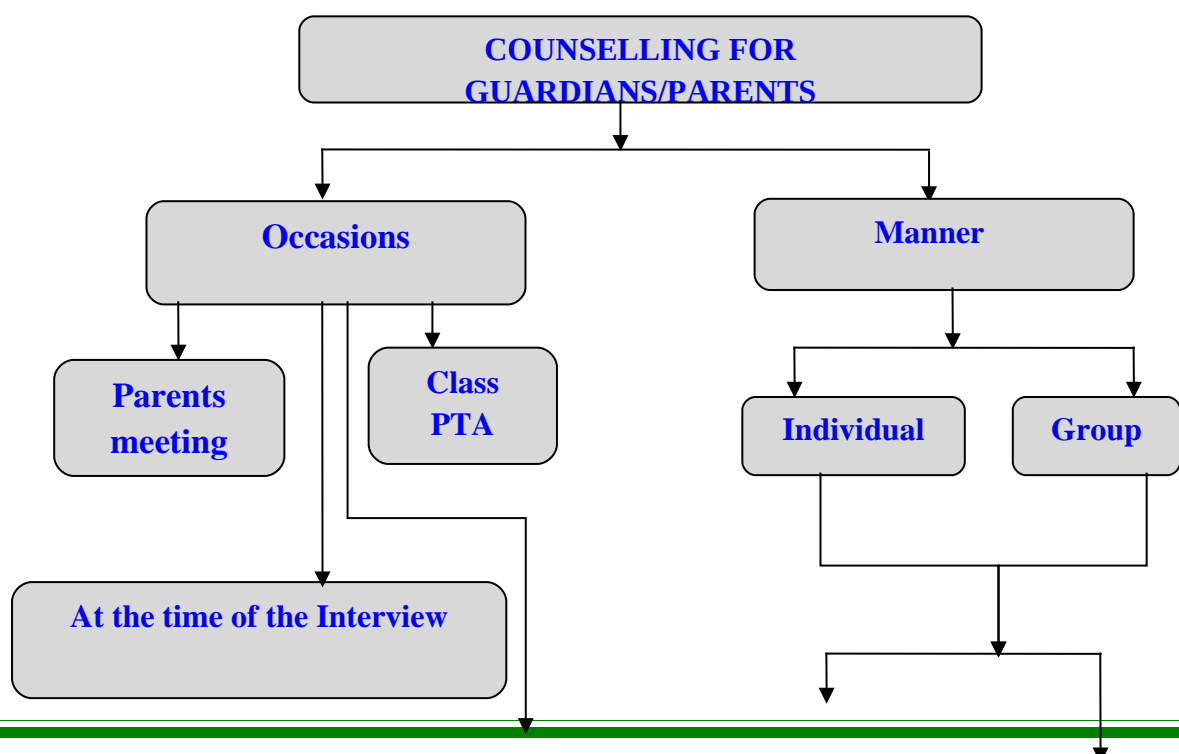
5.2.8. What are the various guidance and counselling services available to the students? Give details.

The institution has a guidance and counseling cell. There is a committee in charge of the guidance and counselling cell under the faculty of Psychology. A separate room is set apart for the same. Four of the faculty members have successfully completed advanced certificate course in Counselling. All faculty members give guidance and counselling when and where required.

- ❖ **At the time of admission:-** At the time of the interview the Principal gives vocational counselling giving an insight into the B.Ed. and M.Ed. courses, the requirements, the challenges and the career possibilities.
- ❖ **Counselling by faculty members:-** All the teaching faculty members offer academic, personal, social and vocational guidance periodically for the successful completion of the courses. When the students face adjustment problems individual guidance and counselling is offered. There are situations where the expertise of professional counsellors is availed.
- ❖ **Family counselling programme:-** A singular and unique programme is offered by the institution in connection with counselling is family counselling. Formation of an integral teacher personality is inseparably connected with family environment and parental influence. So the institution

162

enthusiastically offers counselling to parents in various occasions in various manners. The students have high regard for the programme.



Issue based guidance /
Counselling

Class Level

Institution
Level

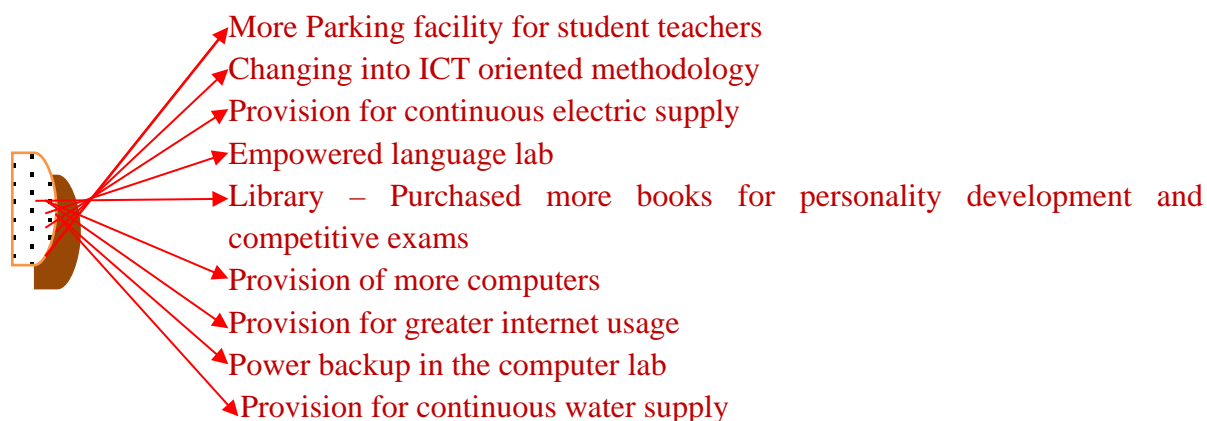
Retreat: A retreat is organized every year to help the students adjust with themselves, teacher education course, other students and members of the family. Retreat is group guidance programme for inculcating values and developing spiritual intelligence.

5.2.9 What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

There is a grievance redressal cell with a committee consisting of six members. The problems of students are reported to this cell. A suggestion box is provided to collect grievances. The students council members may intervene if needed. The grievances are being addressed with proper care and redressed to the satisfaction of the students.

163

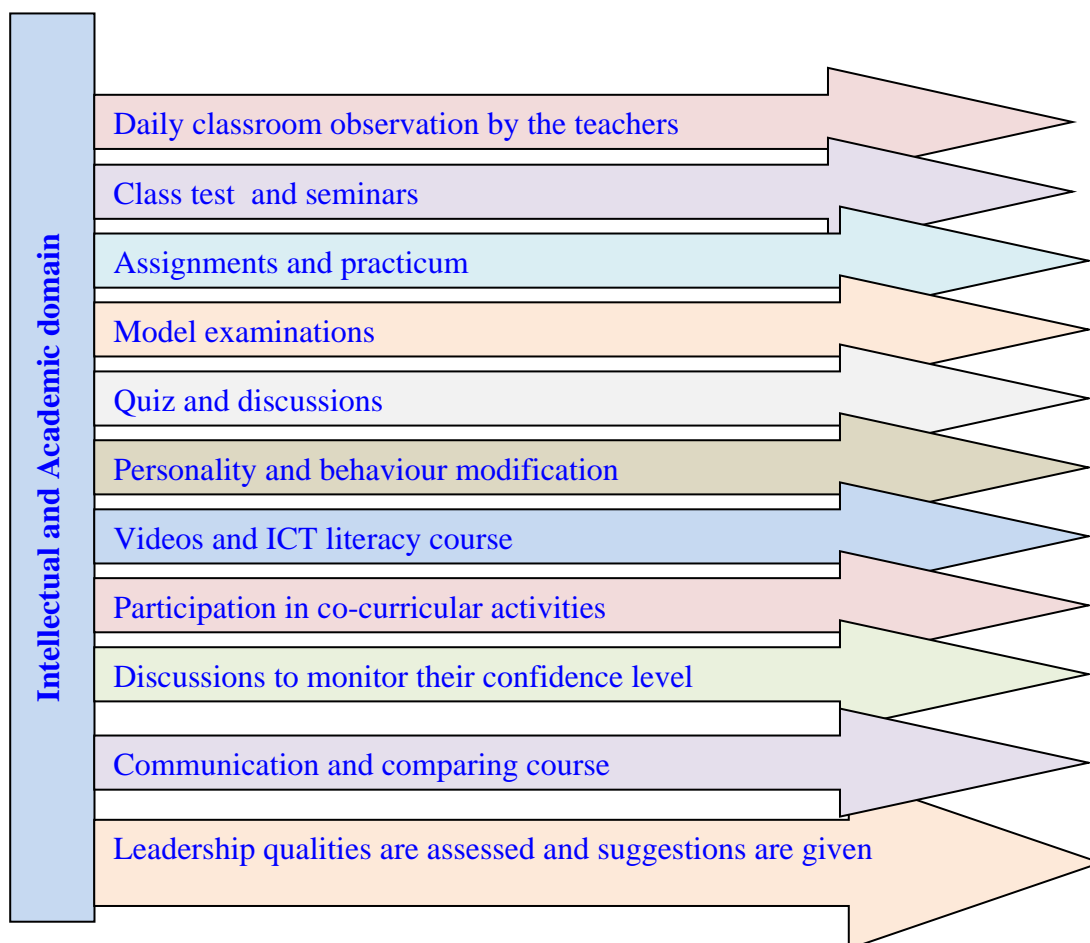
The major grievances redressed in last two years:



5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

The curriculum is transacted in such a way that the students develop cognitive, affective, psycho-motor and creative domains. The following are monitoring and advising procedures.

Supervision and proper channelising by the Principal



The periodical guidance and advices are given as per the monitoring system said above.

5.2.11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

PRE-PRACTICE PREPARATION

- **General theoretical over view:** In the general theoretical overview the students are provided opportunity to understand the philosophical, sociological, psychological and technological theories of teaching. In this part of the preparatory work the following aspects are emphasized.
- **Methodological theory:** The various methods and approaches are introduced to the students weighing the relative advantages and disadvantages of all.
- **Pedagogical theory:** The various pedagogical aspects of the content, specific approaches and learning input that suit the content are also discussed.

- Lesson planning theory:** The theory of lesson planning is given to the students in detail. The objectives, specifications and evaluation strategies are also assimilated at this stage. In order to train the student teachers to develop a teacher personality and the competency to begin teaching there are awareness development programmes. The training are given to develop discussion, micro teaching, link practice and criticism lessons. The practice of micro teaching, link teaching and criticism lessons equip the students for actual practice teaching
- Discussion lesson plan:** At this stage five sample lesson plans are discussed in the class by small groups of students in first semester and another five in the second semester.
- Preparation of lesson plans :** The next stage is the preparation of the lesson plans where the subject teacher goes through the lesson plans prepared by each student individually and gives suggestions to modify and prepare a better one.
- Demonstration lesson plans:** The students are given chances to observe five demonstration classes by subject teacher, experienced teachers and expert alumni members.
- Microteaching sessions:** Theory on microteaching is organized and demonstration is observed by the students. After which the students practice two selected skills.
- Link practice:** Three link practice lessons of each optional are video graphed which are viewed and criticized for improvement.

165

- Criticism classes:** Fifteen students take criticism classes which are subjected to critical evaluation by the supervising teacher and whole group of optional students to help the student teachers understand the pitfalls and the probable strategies for improving the performance.

PRACTICE TEACHING AND FOLLOW-UP SUPPORT IN THE FIELD

- Meet of Heads of the Schools:-** The college organizes a meeting of the faculty of the college and heads/representatives of the practice teaching schools to ensure smooth functioning of the practice teaching. Discussions are made on the requirements of the practice teaching and school curriculum. The probable difficulties faced by the student teachers as well as the school authorities are discussed for making necessary modifications.
- Orientation:-** The Principal and teacher educators give proper directions and guidance before the commencement of the practice teaching. An inter- religious prayer meeting is conducted on that day.
- Practice teaching:-** The students are supposed to take ten classes in semester I as the first phase and thirty classes in semester II as the second phase of the practice teaching.

- **Monitoring & Supervision:-** The smooth and effective functioning of the practice teaching is ensured by the regular visits of the Principal and the teacher educators. During the visit, teacher educators meet the heads of the schools, concerned subject teachers for getting feedback of classes taken by students teachers. Arrangements are made to observe the classes either by the teacher educators or by the subject teachers of the school. There are provisions for peer observation to observe the classes daily and is documented in the daily diary. Teacher educators and school subject teachers provide feedback on their teaching and is documented.
- **Week end meet:** All student teachers 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. Reflections regarding their teaching during the week are made by the student teachers.
- **Reflection:-** After the completion of practice teaching, leaders have to submit attendance register and the sealed evaluation proforma send by the schools to the Principal. A reflection session on the experiences -during practice teaching takes place on the first working day in the college auditorium. In the optional class each and every trainee reflects their experiences.

5.3 STUDENT ACTIVITIES

5.3.1 Does the institution have an Alumni Association? If yes,

- a. List the current office bearers
- b. Give the year of the last election
- c. List alumni association activities of last two years.
- d. Give details of the top ten alumni occupying prominent position.
- e. Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an alumni association, THEOSA since 1991.

a. Current office bearers:

President	:	Prof. Mary Mathew
Vice President	:	Mr. Amboose
Secretary	:	Mr. Mathew M. Varghese
Joint Secretary	:	Mr. Prakash .G.T
Staff Secretary	:	Dr Giby Geevarughese

Chief Editor	:	Mr. Sreejith
Auditors	:	Mr. Shibu Aralummod, Mr. Padmakumar
Executive Members	:	Mr. Preamjith, Ms. Ganakumari, Mr. Rajasekharan, Mr. Rajesh, Mr. Benjamin .R, Mr. Binil Kumar

b. The year of the last election:

The last election took place in January 2013.

c. The activities of alumni association for the last two years:

- ✿ Celebration of THEOSA day on January Second Saturday every year
- ✿ Awards to Ph.D. holders
- ✿ Essay competition on current social issues
- ✿ Honouring great achievers in the field of education
- ✿ Guruvandanam to honour our great teachers
- ✿ THEOSA award for securing highest marks in University Examination(B.Ed.)
- ✿ THEOSA award for M.Ed. rank holders
- ✿ Honouring old students who clear NET/SET
- ✿ Annual publication - Theosa voice
- ✿ THEOSA tour on 26th January every year
- ✿ Award of best tour report
- ✿ Distribution of Wheel chairs to Govt. Medical College and Community Hospital, Karakulam.

167

- ✿ Farewell to retiring staff and presentation of memento
- ✿ Cultural bonanza
- ✿ Kids programmes
- ✿ Sports competitions
- ✿ Agape – the grand lunch
- ✿ Paying homage to the departed souls of Theophilus family
- ✿ Get-together of 1982-83 batch of Natural Science
- ✿ Get-together of 1990-91 batch of Mathematics
- ✿ Get-together 91-92 batch of Mathematics

Plans for the future:-


- ✿ Planning a community welfare programme for cancer patients
- ✿ Empowerment programme for the socially disadvantaged Women


d. The top ten alumni occupying prominent position:-

Dr. K. Sivadasan Pillai:- (1957-58) (M.A. (Sociology), M.A. (Politics), M.Ed., Ph.D.(Education), AIE (London) in Non-formal Education, Adult Education and Development (Edinburgh) Adult Education (West Germany) Lecturer and Reader (Department of Education, University of Kerala), Founder Director, (Centre for Adult, Continuing Education & Extension and Population Education Resource Centre, University of Kerala) Successfully guided 35 Ph.D. theses in Education, Published 17

books in English and 19 in Malayalam. He was Professor of Department of Education. Then director of CACEE, champion of total literacy programme 1991. The secretary of KANFED, worked with P. N. Panicker.

Member, Indian delegation to the 5th ICAE Conference at Nairobi, Kenya. Recipient of Imperial Relations Trust Fellowship, Vidya Visarada, ASPBAE Travel Fellowship, Nehru Literacy Award, Rotary Award, Diploma of Honour of IAERP, Fountain of Universal Peace Award, UGC's Emeritus Professor/Fellowship, Albert Schweitzer Humanitarian Award, Sardar Patel International Literacy Award, CTE National Award for Excellence and Sahridaya Veda Award


 **Prof. Dr. Mohan Mathew :-** (1956-57) Prof. Dr. Mohan Mathew was the first Ph.D. holder of Kerala University, department of Education. First research student of Dr. N. P. Pillai. Inducted into the Department of Education Staff Team. Then migrated to U.S.A. as a professional counsellor for Value Inculcation. Author of many books.


 **His Excellency Rt. Rev. Dr Joseph Mar Thomas (1986-87):-** His Excellency Rt. Rev. Dr. Joseph Mar Thomas, the Bishop of the Eparchy of Sultan Bathery and the President of the International Research


168

organization- AIRIO (Association of International Researchers of Indian Origin) is a veteran educationalist and economist. His Excellency is the Patron of CTE Kerala Chapter. He was the member of the senate of University of Kerala. His Excellency served in the capacity of the Principal of Mar Theophilus Training College from 1997 to 2007. His Excellency was instrumental in developing the new campus satisfying all the norms of NCTE (first model institution in Kerala) and acquiring the 'A' grade (the first A grade training college in Kerala) from the NAAC assessment team.


 **Dr. Achamma George:-** Former Professor, Mar Theophilus Training College was the first women Ph.D. holder of Kerala University, Department of Education.

 **Dr. Kamala S Pillai:-** (1959-1960) Professor and Head of Department of Education, University of Calicut. She has prepared a number of Evaluation Tools, especially self concept scale for teachers. She is a resource person to number of institutions especially academic staff college of Kerala and Calicut.


 **Dr. Mercy Abraham:-** Prof. Dr. Mercy Abraham, Ph.D.(Edu.), Ph.D.(Psy), was the Former Professor and Head, Department of Education, University of Kerala. She is one of the NAAC Peer Team Members, Advisory member of NCERT and NCTE. Being an expert in the field of Curriculum, she has contributed much in curriculum revision in various capacities. She is the pioneer in the field of research on under achievers and has produced 32 Ph.D. theses.


 **Dr. Theresa Susan** has been serving in the department of Education for the last 22 years. She has raised to the capacity of the Head of the department in 2009. She has been offering her service in various Government agencies such as Higher education board, University recognition team, UG and PG boards, Academic council, Senate, Honorary


director of education technology centre, department of education. She has produced 8 Ph.D. theses.

 **Dr. M.S. Geetha** (M.A., M.Ed., PGCTE, PGDTE, M.Phil, Ph.D.) is the Dean, Faculty of Education, University of Kerala, Member, Academic Council, Faculty of Education, Board of Studies(PG &UG),University of Kerala, Member - Curriculum Sub-committee, Std IV, VIII and +1 and +2 at SCERT, Trivandrum (up to 2008), board of public examination SSLC, THSLC, TTC, KSLMA (Equivalency Programme), Confidential work, Public Examination, Pariksha Bhavan, Trivandrum and many other. She is also Joint Secretary of Literacy Forum, Kerala, Vice Chairman of the Council for Teacher Education (CTE), Kerala State Centre, Vice Chairperson of KSP Foundation of Research and Extension and State Secretary of Kerala Govt. College of Teacher Educators' Association (KGCTEA).

169

 **Prof. Mary Mathew:-** Prof. Mary Mathew was the Principal of Mar Theophilus Training College from the year 1990 to 1995, who was instrumental in leading the college to next level of excellence. She has great reputation as an eminent educationist, a committed social worker, exceptional public speaker, outstanding value inculcation trainer. Her family was internationally recognized as a model family by His Holiness Pope John Paul II for the contribution for maintaining family bond and family values in the Indian context. Her family is a pioneering member of Teams of Mary (An International organization for maintaining family relationship) in India. She is associated with social work activities in the RCC (Regional Cancer Centre), Thiruvananthapuram.

 **Rev.Fr. George Mathew Karoor:-** Rev.Fr. George Mathew Karoor was the Principal of St. Mary's Higher Secondary School, Pattom, which is one among the largest in Asia. He is a recipient of Kerala State Best Teacher Award. He developed new campus for housing plus two students which is renowned for its design and architectural beauty. He has organized exemplary events like each one feed one. The school excels in NCC, arts, sports and various competitions in Kerala.

 **Rev. Dr. Varkey Attapurath:-** Rev. Dr. Varkey Attapurath is the Principal of St. Mary's Higher Secondary School, Pattom, which is the one among the largest in Asia. He has extended his service as the Principal of St. Mary's Higher Secondary School, Kottarakara, Manager of Sarvodaya Vidyalaya, Manager of Mar Theophilus Training College, Director of KCSL. He has done his Ph.D. under the guideship of Dr. P.M. Jaleel.

A FEW OF OTHER REMARKABLE ACHIEVERS

National Accreditation and Assessment Council

 Dr. Sr. Mercykutty .A, Principal – NAAC Peer Team Member

International Scientist Awards

Dr. Smitha Thomas

National Teacher Awards

 Mother Philomina S.I.C

- ✿ Sri. K.M. Alexander
- ✿ Sri. Daniel Bruce

✿ **State Teacher Awards**

- ✿ Sri. K.O. Thomas
- ✿ Mrs. Shiny .P. Wills
- ✿ Rev. Fr. James Illickal
- ✿ Dr. K.Y. Benedict

170

✿ **Young Scientist Award**

- ✿ Dr. K.Y. Benedict

✿ **International Recognition**

- ✿ Smt. Resmi Reghunath - 'Kalakendra', Florida, USA
- ✿ Smt. Sindhu .K- Advisor, Kampala, East Africa
- ✿ Rev. Romanus Mihali – Educational Advisor, Tansania, Africa
- ✿ Sri. Rajan Mathew Thomas-Principal, Kuwait
- ✿ Smt. Sunu Sara Philip- Best teacher award, Kuwait
- ✿ Smt. Shyla Thomas- Best teacher award, Dubai
- ✿ Dr. K.Y. Benedict – Chaired International Seminar at Madrid

✿ **Alumni members as faculty of the Alma mater**

- ✿ Dr. Sr. Mercykutty .A – Principal
- ✿ Dr. Esther Gladiz - Associate professor
- ✿ Dr. K.Y. Benedict - Associate professor
- ✿ Dr. Giby Geevarughese - Associate professor
- ✿ Ms. Bindu .B - Assistant professor
- ✿ Dr. Maya.S - Assistant professor
- ✿ Mr. Laji Varghese - Assistant professor
- ✿ Ms. Deepthi Elizabeth Mathew - Assistant professor
- ✿ Dr. Ancy .A. S - Assistant professor
- ✿ Mrs. Neena Thmas - Assistant professor
- ✿ Mrs. Salini .S -Assistant professor

e. The contribution of alumni to the growth and development of the institution:-

- ✿ Support during practice teaching
- ✿ Resource persons for Demonstration classes
- ✿ Donating books to the class Library
- ✿ Active support during major events
- ✿ Active support for organizing National/International seminars
- ✿ Publishing Theosa voice
- ✿ Presenting memento to the retiring staff
- ✿ Presenting awards for college highest

- ✿ Presenting award for M.Ed. Rank holder
- ✿ Resource persons for Yoga practice and communicative English course
- ✿ Writing and composing college Anthem
- ✿ Contribution to the Golden Jubilee endowment fund
- ✿ Sponsoring of specific programmes
- ✿ Contribution for the infrastructure development

171

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.


The institution has a competent student council, 12 objective oriented clubs, and six associations to encourage the student teachers to participate in extra - curricular activities which help them to work as efficient teachers in future.

The college union, clubs and Associations are coordinated by Teacher educators under the supervision of the Principal.

The following are the activities to motivate the students.

By providing opportunities:-

- ✿ Encouraging organizing and participating various activities through student council / college union.
- ✿ Making participate in various club activities
- ✿ Training through the subject associations
- ✿ Provisions to display students aptitude, skills and abilities
- ✿ Provisions for six associations to exhibit their talents through Talent Hunt programme
- ✿ Organizing and participating in the arts fest and literary fest
- ✿ Organizing and participating in the Sports fest
- ✿ Encourages to participate in THEOSA day
- ✿ Sending students for training (ALTIUS LEADERSHIP CAMP)
- ✿ Participating in Rangotsav – Inter Training college fest.
- ✿ Participating in inter-collegiate competition
- ✿ Participating in inter-collegiate Youth festival
- ✿ Participating in Kerala University Sports Meet
- ✿ Participating in inter – University Sports Meet

 **By providing incentives:-** The institution encourages the best performers in the extracurricular activities, by giving recognition through public announcement system, recognition in the morning assembly by the principal, displaying their names in the notice boards, by giving certificates, awards, prizes and medals.

By providing appropriate infrastructure facilities:

- ✿ A well equipped auditorium to conduct programmes
- ✿ Multipurpose halls to practice programmes
- ✿ Technical support
- ✿ A spacious play ground to conduct sports meet
- ✿ The institution has basket ball court, shuttle court, and equipments for indoor games.

172

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The institution has a Publication wing to co-ordinate the following publication activities.

- ✿ Publishing of student initiated study materials
- ✿ A magazine committee is constituted by the college union to publish the college magazine.
- ✿ All students are encouraged to contribute their creative and artistic works in the magazine
- ✿ Each association is encouraged to release their Manuscript magazines. The best magazine is awarded.
- ✿ The institution encourage to publish New letters
- ✿ Students are encouraged to publish wall magazine and posters.

The following infrastructure facilities are provided by the institution to encourage students in publication

- ✿ Providing computers for DTP work
- ✿ Providing internet facility to collect data
- ✿ Providing and B/w and Colour xerox machines
- ✿ Providing multipurpose B/w and Colour Printers

Major publications/materials during the previous academic session.

- ✿ Journal named 'Teacher, Learner and Society'
- ✿ Manuscript magazines
- ✿ College magazine
- ✿ Booklets
- ✿ College calendar
- ✿ Catalogues
- ✿ Malayalam association has published " Art forms of Kerala",
- ✿ Seven volumes of Lux Vivens
- ✿ Innovatives

- ✿ One volume of 'To be with nature'
- ✿ Study materials
- ✿ Publication of seminar presentations
- ✿ Question banks
- ✿ Malayalam calendar
- ✿ Theses
- ✿ Monthly bulletin
- ✿ Brochures

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

Yes, the institution has a student council.

The student council (college union) is formulated as per the norms of University of Kerala. The constitution is according to the University directions 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. The College Union comprises of chairman, vice-chairperson, general secretary, arts club secretary, sports club secretary, magazine editor, university union counsellor and two lady representatives and class representatives from each optional class.

MAJOR ACTIVITIES

The following activities are organized by the college union. The chairman presides over the meeting in all the occasions.

- ✿ Academic programmes like seminars, workshops and debates
- ✿ Inter collegiate quiz
- ✿ Inter collegiate college magazine competition
- ✿ Arts fest
- ✿ Sports Meet
- ✿ Personality development programmes
- ✿ Life skill training programme
- ✿ Yoga training programme
- ✿ Celebration of National days like Independence Day, Gandhi Jayanthi, teacher's day etc.
- ✿ Celebration of cultural fest like Onam, Christmas, Deepavali etc
- ✿ 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

Special fee collected from the students at the time of admission (Association fee, Sports fee, Excursion fee, Magazine fee) is utilized for college union activities, publication of the college magazine, organizing sports activities and organizing one day tour. Fund collected from community resources is utilized for the publication of college magazine.

174

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The institution has various bodies which has representation of students for academic, co-curricular and administrative levels. The vision of the college itself declares the active participation of the student community in all the areas of the teacher training programme.

The following are the bodies where there is student representation and their activities:

ADMINISTRATIVE/ ACADEMIC BODY	ACTIVITIES
☀ Student council	Arts Festival, Sports Meet, Debate, Quiz etc.
☀ Grievance redressal	Suggestion Box, Guardian Angel interaction etc.
☀ Sexual harassment prevention cell	Consentisation Rally, Placard Display etc.
☀ Publication	Journals/ Books by students etc.
☀ Documentation	Photography and Video recording of events etc.
☀ Remedial Teaching	Remedial Instruction as part of practice teaching etc.
☀ Anti-Ragging	Mime/ Skit on stage as part of club periods etc.
☀ Mobile censoring	Periodic oral instruction in classes etc.
☀ Purchasing committee	Arrangement of Files and Records for students etc.
☀ THEOSA committee	Annual Alumni Meet, Tour and Social Service activities/ Charity etc.
☀ Discipline committee	Time Management, Neatness checking , discipline ensuring etc.
☀ Laboratory committee	Up- gradation of Lab facility/ Daily Maintenance

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, the institution has a mechanism to seek and use data and feedback from its graduates and from employer to improve the preparation of the programme and the growth and development of the institution.

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:

- ❖ **Feedback from the graduates:-** The institution has tried its best to cater to the needs of the students, society and nation through best practices in

175

curriculum. Student – teachers’ views and suggestions on the curriculum are collected for making necessary modifications and improvement in the curriculum transaction. For this purpose the institution uses two tools – (1) Inviting student– teachers’ feedback on proforma, through which student – teachers rate the complete course and the curriculum of the various subjects. (2) The suggestion box available for the students to offer their suggestion about the requirements and academic needs.

- ❖ **Feedback from Employers:-** Informal and oral feedback is obtained periodically. The feedbacks received from various employers so far are highly encouraging. The feedback is that the teachers are very confident in coordinating programmes both academic and administrative areas. There is great demand for the students from this institution and we find it difficult to cater to the request.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in Student Support and Progression?

Best practices in Student Support and Progression are:

Remedial coaching
Individualized attention/ Guardian angel system
Guidance and Counseling(Personal and carrier)
Communication and Oratory Course
ICT Orientation programme
Internet- UGC Net work resource centre
Opportunity through Social Net working
24 × 7 Mobile mentoring opportunity
Supporting the Visually and physically handicapped
ICT resources back up
Yoga / Aerobics Training programme
THEO radio
Subhashitham

Financial support by the Institution

Financial support by the Faculty

Human Resource Empowerment Diary

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

SUGGESTIONS BY THE NAAC PEER TEAM

❖ **To strengthen guidance and counselling cell:-** The institution took meaningful measures to strengthen the already existing guidance and counselling cell of the college. The special financial support provided by UGC to improve the guidance cell is in the process of utilization.

❖ **To provide Proforma for the evaluation of practice teaching programme by the heads of the practice teaching schools other than the subject teachers:-** The college has been providing proforma to the heads of the institutions since the first accreditation as per the suggestions given by the NAAC peer team .

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

New initiatives for quality sustenance and enhancement undertaken by the college since the first accreditation with regard to student support and progression are:

Mind power enhancement programmes

Research orientation and practice through M Ed

Enriched retreat

Enriched Assembly

Separate Mike system for small gatherings
Human Resource Empowerment Diary
Advanced multimedia presentation facilities like Smart board
Participation of students in leadership camps by University union
Optional level enriched personality development programmes
Bio-metric attendance system
Guardian angel programme
Participation of students in life skill workshops
Participation of students in spoken English workshops
24×365 electricity
Series of general awareness books of civil service
Class internal periodicals
Participation in international seminars and workshops
Enable the student teachers to present paper in international seminar
Online Math lab
M- learning and E-learning



