SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MCT TRAINING COLLEGE

MCT TRAINING COLLEGE MELMURI PO MALAPPURAM KERALA
676517

www.mcttrainingcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

M.C.T. Training College is a well-equipped college of teacher education in the state of Kerala.It is one of the select few colleges that has consistently received recognition from the National Council for Teacher Education since 1996-1995, the statutory body established to ensure quality teacher education throughout India. M.C.T. Training College has all the facilities, including state-of-the-art devices under its roof to facilitate and ensure quality teacher education.

The college is situated on a hill highly fascinating for its natural beauty and marvellous surroundings. The tranquil atmosphere is worth noting. The location is about 1.25 KM away from Alathurppadi's bus stop on the National Highway 213 (Calicut-Palakkad NH). MCT Training College was started in 1995, under the management of the Muslim Cultural Trust, headed by His Excellency Panakkad Sayyid Umerali Shihab Thangal. During 2004-2005 a T.T.I. was also started by the trust in the campus. The trust was formed in the year 1991. The beginning of the M.Ed. course in 2009 is another landmark in the development of the college. The Trust aims to help the people of the district to achieve higher goals in the field of education.

Vision

Vision Statement

" We want to make ours a model institution and we shall always try to uphold the basic tenets envisaged by the Great Leaders of our Country."

The vision statement, **"We want to make ours a model institution and we shall always try to uphold the basic tenets envisaged by the Great Leaders of our Country,"** reflects our institution's commitment to excellence and holistic development. Inspired by the values and ideals of the great leaders of our nation, we aim to create a transformative educational environment that embodies the principles of integrity, equity, and nation-building.

Our primary goal is to foster an institution that serves as a beacon of academic excellence, moral values, and social responsibility. By upholding the basic tenets of freedom, justice, inclusivity, and empowerment, we seek to prepare students to be responsible citizens and future leaders who contribute positively to society.

We strive to cultivate a culture of innovation, critical thinking, and ethical leadership, ensuring that our students are academically proficient, socially conscious, and compassionate individuals. In line with our nation's vision for progress, we focus on creating an educational space that nurtures talent, promotes inclusivity, and encourages lifelong learning.

Through continuous improvement, collaboration, and adherence to quality standards, we aim to make our institution a model for others, inspiring future generations to follow the path laid by the great leaders of our country.

Mission

Mission and Objectives

- The interest of the country deserves priority, we strive to make teachers and students better citizens in all respects.
- Provide services for the betterment of Educational Facilities in Malappuram District and surrounding.
- Help the underprivileged and the sidelined sections of the people by providing opportunities
- Always go forward and work to make the Institution an Ideal Educational Institution.
- Quality Education is our motto and we wish to set an example by doing useful services in the field of Higher Education.

The mission of MCT Training College is to prioritize the nation's interests by striving to mould our student-teachers into responsible and socially conscious citizens. Our focus is on delivering quality education that enhances not only academic proficiency but also our students' moral and civic values, empowering them to contribute positively to society.

We are dedicated to improving educational facilities, particularly in Malappuram District and the surrounding regions, ensuring that access to quality education is available to all. Special attention is given to the underprivileged and marginalized sections of society by creating opportunities that bridge educational gaps and promote inclusivity.

Our institution is committed to continuous improvement, to become an ideal educational institution known for its excellence in teacher training. By setting high standards, we aim to be a model for other institutions in the region.

Quality education is our motto, and through innovative teaching methods, dedicated faculty, and community-focused initiatives, we aim to leave a lasting impact in the field of higher education. We are driven by the belief that education is the foundation of progress, and our service to this cause reflects our commitment to nation-building through academic and social excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

MCT Training College is owned and managed by Muslim Cultural Trust, a registered charitable society and has 29 years of legacy in teacher education. College plays a critical role in shaping future educators, and many possess distinct strengths. The **qualified and experienced faculty** who provide a solid academic foundation. **Well-structured curriculum** tailored to both theoretical and practical aspects of teaching ensures that students receive comprehensive training. Emphasize experiential **learning**, with school internships and teaching practice being a core part of the program. Moreover,trying to maintain strong collaborations with schools, allowing for hands-on experience and exposure to real teaching environments. Furthermore, the following are the major

strengths of MCT Training College;

- **ICT-enabled classrooms**
- Well-equipped libraries offer students modern resources for effective learning.
- Energy-Efficient Building
- Solar Energy Systems
- Water-Efficient Appliance
- Environmental Education Programs
- Nature Club
- EBSB club
- Science Club
- Language Clubs-Arabic and English
- Social Science Club
- IT Club
- Electoral Literacy Club
- Playground for outdoor activities
- Women's Hostel
- MCT FM – For creative expression
- Placement cell
- Alumni Association
- Moodle (LMS)
- Community Living Camp
- Workshops for enhancing Teaching skills

Institutional Weakness

As a college of teacher education, we are in a transitional period. In an era where multidisciplinary and interdisciplinary approaches enhance the quality and impact of educational programs, **the college must transform into a multidisciplinary institution in tune with the proposals of NEP 2020.** To achieve this, **more courses may be introduced alongside education programs.** However, **the policy decision in this regard has not yet been initiated at the government level.**

- University provide provisional affiliation to all self financing institutions including teacher education institutions.
- Lack of Updated Curriculum- The curriculum may not be reflected to the advancements in technology
- There is a lag in the appointment of faculty due to government policies.
- There is difficulty in introducing new courses due to the limitations imposed by government policies.
- The academic flexibility is limited since the course curriculum aligns with the University of Calicut.

Institutional Opportunity

Opportunities in MCT Training College especially as a training college can be diverse, catering to both students and faculty. These opportunities can enhance academic growth, professional development, and institutional reputation. Here are some key opportunities;

For Students:

- Workshops on teaching strategies, classroom management, educational technology, and subject-specific content.
- Internships and Teaching practice opportunities for hands-on teaching experience in schools as part of the curriculum.
- Involvement in research projects related to educational theory, teaching methods, or educational psychology.
- Training with the use of educational technology tools and digital resources.
- Participation in clubs, societies, and events related to education, such as debates, cultural events, and community service.
- Availability of scholarships and financial aid based on merit, need, or specific criteria.
- Lectures and seminars conducted by experts from the field of education.
- Guidance on career opportunities, job search strategies, and placement services.
- Orientation programmes for competitive examinations.
- Interaction with differently abled students.
- Field visit to socially and culturally disadvantaged community
- Opportunities for productive utilisation of leisure time by engaging in creative activities.
- Cultural programmes
- Professional skill enhancement programmes
- Conduct Morning assembly.

For Faculty:

- Opportunities for faculty to attend workshops, seminars, and conferences related to education.
- Support for faculty to conduct research and publish their findings in academic journals.
- Opportunities to collaborate with other institutions, schools, or organizations on educational projects.
- Positions such as department heads, program coordinators, or academic advisors.
- Opportunities to mentor students and junior faculty members.
- Participation in community service and outreach programs.

For Institution:

- Collaborations with other educational institutions, NGOs, and industry partners.
- Pursuing accreditation from national and international educational bodies.
- Adoption of innovative teaching methods and learning technologies.
- Adoption of under-resourced institutions to expand teacher trainee's social skills
- We are building and maintaining a strong network of alumni.
- Centre for Distance education-IGNOU

Institutional Challenge

As an affiliated college, the total academic initiative of the institution is constrained by the affiliating system. To overcome these limitations, **we are striving for autonomous status.** However, **moving towards autonomy presents a significant challenge.** Additionally, **the proposed Integrated Teacher Education Program (ITEP) has not yet been made available to affiliated colleges.** Implementing ITEP would require a comprehensive modification of the entire system, aligning it with NCTE regulations and NEP 2020 proposals.

The innovations in the Indian education system, such as the Choice-Based Credit Semester System, liberal Multidisciplinary approaches, and Academic Bank of Credits, have faced challenges in their implementation due to the constraints of the current affiliating system and related regulatory measures imposed by the administrative structure. Despite having a rich pool of resources, particularly in terms of teaching faculty, **opportunities for faculty and student exchange should be strengthened through the expansion of cluster colleges or similar initiatives in higher education.**

- Maintaining high-quality standards amidst growing competition and ensuring employability of graduates in a dynamic education sector.
- Adapting to rapid technological changes and aligning curriculum with new teaching methodologies are ongoing challenges that must be addressed for sustained progress.
- Compliance with evolving regulatory and accreditation standards can be demanding.
- Limited financial resources for the program can affect the quality of education and support services.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The B.Ed. program is designed to foster comprehensive teacher education by aligning with contemporary educational trends and societal needs. The curriculum is regularly revised and updated to meet the requirements of the students emphasizing both theoretical knowledge and practical teaching skills. It ensures a blend of core subjects, pedagogy and elective courses, promoting holistic teacher development.

The curriculum includes interdisciplinary courses and focuses on developing critical thinking, communication skills, and digital literacy. Practice teaching, internships, and community engagement programs are essential components, allowing students to apply pedagogical theories in real-world classroom settings. The curriculum also integrates ICT-based teaching, enhancing the digital competence of future educators.

Conducting community-based activities like camps, field visits, fund collection, awareness programmes, skill development programmes, educational outreach activities, and programs for differently-abled children or children with special needs by conducting remedial teaching sessions for slow learners or underprivileged children. Environmental Conservation Activities such as tree plantation, cleanliness campaigns, and awareness programs on sustainability.

To ensure stakeholder involvement**,** the syllabus is developed through consultations with educationists, school teachers, and alumni. Regular feedback from students, faculty, and alumni contributes to continuous improvement.

In addition, value-based education is emphasized, integrating inclusive education, environmental awareness, and ethical values to prepare socially responsible and culturally aware educators. The program aims to create teachers who are well-equipped to handle diverse learning environments and contribute positively to the education system.

Teaching-learning and Evaluation

At MCT Training College, the Teaching-Learning and Evaluation processes for the Bachelor of Education

(B.Ed.) program are designed to foster holistic development and ensure high-quality teacher education. The college adopts student-centric pedagogical approaches, including interactive lectures, group discussions, case studies, and experiential learning, supported by Information and Communication Technology (ICT) tools to enhance learning outcomes.

The evaluation process is comprehensive, combining formative and summative assessments with an emphasis on both theoretical understanding and practical skills. Regular internal assessments, including assignments, practicum, and teaching practice evaluations, provide continuous feedback for students. The final evaluation incorporates written exams, teaching aptitude, and reflective practice.

Admission to the B.Ed. program follows transparent and merit-based criteria, adhering to government and university guidelines, ensuring inclusivity and diversity among students. The university emphasizes continuous professional development for its faculty through workshops, seminars, and Faculty Development Programs (FDPs), ensuring that educators are equipped with the latest teaching methodologies.

This college ensures that the University's B.Ed. program maintains high academic standards, supports learner diversity, integrates modern teaching methods, and offers a robust evaluation framework, aligning with the goal of producing competent and reflective educators.

Infrastructure and Learning Resources

The B.Ed. program at MCT Training College, affiliated with Calicut University, is equipped with state-of-the-art infrastructure and a wide range of learning resources that facilitate effective teacher education. The college boasts well-ventilated, ICT-enabled classrooms with smartboards, projectors, and audio-visual aids to support interactive and innovative teaching-learning processes. A dedicated **Computer Lab** with high-speed internet access allows students to enhance their technological proficiency, crucial for modern pedagogy.

The **library** is a key resource centre, housing an extensive collection of books, journals, e-resources, and digital repositories, catering to both academic and research needs. Subscriptions to online databases like DELLNET ensure students and faculty have access to global educational resources.

Additionally, the institution has specialized **Subject Laboratories** for science and social sciences, offering hands-on experience and practical exposure to students. The **Psychology Lab** provides tools for testing and learning about educational psychology.

The mini-Auditorium and **Seminar Halls** host workshops, seminars, and guest lectures, contributing to the overall academic environment. Moreover, the college emphasizes **e-learning** through its Learning Management System (LMS), facilitating online assignments, resources, and student-teacher interaction, supporting a holistic learning experience for future educators.

Student Support and Progression

The B.Ed. program at MCT Training College is committed to providing comprehensive student support to ensure academic success, personal growth, and professional development. The institution offers various initiatives to support students in achieving their educational and career goals.

1. Students receive continuous guidance through mentoring, tutorials, and remedial classes. Regular workshops and seminars help enhance their pedagogical skills and keep them updated on the latest trends in education.
2. **Career Guidance and Placement**: The college has a dedicated career guidance and placement cell, which conducts career counselling sessions, mock interviews, and teacher recruitment drives. Collaboration with schools for internships and placements ensures students are well-prepared for the teaching profession.
3. **Financial Assistance**: Scholarships, fee concessions, and financial aid are provided to deserving students from economically weaker sections, ensuring that financial constraints do not hinder academic progression.
4. **Student Progression**: The college tracks student progression through continuous internal assessments, regular feedback, and alumni engagement programs. It also promotes students' holistic development through extracurricular activities, including arts, sports, community living camps and other community service.

Governance, Leadership and Management

The B.Ed. program at MCT Training College focuses on fostering a participatory, transparent, and efficient system to ensure academic excellence and institutional growth. The governance structure follows a decentralized model, with well-defined roles for the **Governing Body, Academic Council,** and various administrative committees. Leadership is demonstrated through strategic planning, involving the Principal, faculty members, and stakeholders in decision-making processes.

The college emphasizes participatory management, ensuring that all stakeholders, including faculty, non-teaching staff, students, and alumni, are actively involved in policy formulation and implementation. The IQAC (Internal Quality Assurance Cell) plays a pivotal role in monitoring and enhancing quality across academic and administrative functions, aligning with NAAC's quality benchmarks.

A transparent financial management system is maintained, with audits and budgetary reviews conducted regularly. Faculty development is a key focus, with opportunities for professional growth through **Faculty Development Programs (FDPs),** workshops, and seminars. Effective leadership promotes a culture of continuous improvement, fostering innovation in teaching and learning.

As the chief executive officer of the institution, the principal plays a central role in leading decision-making processes related to academic, administrative, and strategic planning. The principal provides overall leadership, sets the vision and goals of the institution, and ensures that decisions align with institutional objectives and policies. The principal chairs important committees such as the Internal Quality Assurance Cell (IQAC), College Development Committee, and Academic Council, where major academic and operational decisions are made. The principal acts as the key liaison between the institution and external stakeholders such as the university, government bodies, parents, and industry partners.

 Under his leadership planning academic schedules, course offerings, faculty assignments. Faculty members are directly involved in the decision-making processes related to teaching, internship and student development, decisions regarding research (Action Research) initiatives, projects, and collaborations with industry and other academic institutions. Regular parent-teacher meetings and alumni interactions provide valuable insights into the needs and expectations of students, helping in shaping academic policies and student support systems. The institution's social outreach and engagement programs benefit from community input, shaping decisions

related to Institutional Social Responsibility and extension activities.

Institutional Values and Best Practices

Inclusivity and Equity: MCT College emphasizes inclusivity by providing equal opportunities for all students, regardless of background, gender, or socio-economic status.

Environmental Sustainability: The B.Ed. program promotes environmental consciousness by integrating eco-friendly practices into its curriculum and campus activities. Initiatives such as awareness campaigns, tree-planting drives, and sustainable resource usage instill a sense of environmental responsibility among students.

Community Engagement: Through outreach programs and community service, the college fosters social responsibility. Students actively participate in literacy drives, educational camps, and awareness initiatives within local communities.

Best Practices

Empowering Future Educators: Creating Tomorrow's Innovative Visionary Experts (EFECTIVE)

The EFECTIVE program aims to cultivate a new generation of innovative educators through a multi-faceted approach. It emphasizes creativity by offering diverse teaching methodologies, including role play, puppetry, music-based learning art, and drama, enabling future educators to create dynamic classrooms.

To enhance community engagement, the program includes student-led initiatives such as food festivals, visits to underserved communities, tribal excursions, peer tutoring, and social awareness celebrations. These activities foster responsibility and empathy among future educators.

EFECTIVE nurtures environmentally conscious educators by integrating sustainability into its curriculum. Such as planting saplings and competitions on eco-friendly practices. Moreover, the program focuses on developing technologically adept educators committed to ongoing skill enhancement. Workshops on ICT, discussions on contemporary topics like artificial intelligence, and weekly ICT training sessions equip future educators with the tools to effectively integrate technology into their classroom practices.

Initiating Meaningful Progress And Change Together (IMPACT)

The IMPACT program addresses the social and economic conditions of culturally and socially backward communities. It includes field visits to tribal areas and organizations serving marginalized groups, fostering empathy and understanding among students.

IMPACT provides financial aid for medical treatments, tuition fees, and housing assistance, allowing students to focus on their education. The program also supports individuals with special needs through collaborations with institutions like Buds School.

By organizing awareness programs, workshops, and community engagement activities, IMPACT empowers students to uplift their communities while enhancing their leadership and organizational skills. This holistic approach fosters social responsibility and active participation among students, addressing the needs of underserved populations.

Research and Outreach Activities

The B.Ed. program at MCT Training College places a strong emphasis on research and outreach activities, aiming to cultivate a research-oriented culture and societal engagement among students and faculty. These initiatives align with the college's commitment to enhancing teacher education and contributing to community development.

B.Ed. students are required to undertake **Action Research** projects as part of their academic program, where they investigate real-time classroom problems and apply research-based solutions. These projects help bridge the gap between theory and practice, fostering critical thinking and problem-solving skills among students.

Outreach Activities:

The B.Ed. programme at MCT Training College emphasizes community outreach through various initiatives aimed at improving educational quality and promoting social welfare. Promote teacher trainees to participate in **literacy campaigns**, **environmental awareness drives,** and **community-based projects** in collaboration with local schools and organizations. These outreach programs often focus on promoting education in rural and marginalized areas, aligning with the University's mission to support inclusive education.

Moreover, the B.Ed. department organizes **workshops, seminars, and extension activities** that involve stakeholders from local communities, offering skill development and educational support. Through these outreach efforts, the program nurtures socially responsible teachers who contribute meaningfully to the community and foster a holistic development of future educators while significantly contributing to the educational and social landscape.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MCT TRAINING COLLEGE
Address	MCT TRAINING COLLEGE MELMURI PO MALAPPURAM KERALA
City	Malappuram
State	Kerala
Pin	676517
Website	www.mcttrainingcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M P Abdussalam	0483-2975212	9447353382	0483-2975212	mctcollege@gmail.com
IQAC / CIQA coordinator	Smitha C P	0483-2971212	9946150024	0483-2971212	smithakishore33@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	N A
Any Other	N A

Establishment Details

State	**University name**	**Document**
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	15-05-2015	120	NCTE Recognition is Considered as permanent and the same is valid up to the withdrawal in any situation

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	MCT TRAINING COLLEGE MELMURI PO MALAPPURAM KERALA	Urban	5.63	2310

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Teacher Education,	24	Graduation	English,Malayalam	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	1	7	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties

Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7	0	0	0	7
	Female	93	0	0	0	93
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	3	2	2	3
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	7	8	8
	Female	33	39	36	38
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	7	1	3	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college will have to follow the NCTE and University suggestions to run the teacher education courses. Our suggestions to transform into holistic multidisciplinary institution are given here: The college can- • Start BA Ed , BSc Ed and B.Com Ed integrated programmes.
2. Academic bank of credits (ABC):	Presently the college is affiliated to the University of Calicut. The college will follow university directions in maintaining ABC for B Ed course from time to time.
3. Skill development:	The college will • strengthen the SUPW activities to assure skill development in making art/craft materials • provide short term or long term courses in ICT along with B Ed course • Render value added courses on counseling, personality development and developmental psychology to make them be a practitioner in the scenario. • Will give a high focus on Enhancing Professional Capacity activities The college will organize programmes on outreach activities, yoga, national priority programmes (eg. Swachh Bharath),residential community living camps and activities on developing social sensitivity
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college is presently organizing EBSB activities and this will be continued, we have specific seminars and invited lecture sessions to promote student awareness on Indian knowledge and ancient India's educational contributions. The college will follow medium of instruction in English and Malayalam to assure transaction in English and vernacular languages. The college will celebrate the festivals of all familiar religions of the region to promote India's secular life. The college proposes Self Study courses on Indian traditional knowledge and values and Indian Art and Culture. Every week, college organises cultural activities of students. The activities organised are focused on Indian traditional art, Indian culture, Indian dances and Music and Drama. The college will give opportunity to enhance professional compentcy through art and drama which focuses on Indian folk arts, theatre arts, folk songs, Indian puppetry etc.
5. Focus on Outcome based education (OBE):	From 2021 on wards the University of Calicut has changed B Ed curriculum to OBE pattern; the college will implement it accordingly. We are conducting Unit Tests and Model examinations on OBE method.

	The internal learning tasks are carried out on OBE
6. Distance education/online education:	We conduct online courses; value added courses and self-study courses through online. The teachers make use of online blended teaching. All teaching faculties are making use of the blended approach to teach the subjects. The college also conducts seminars and symposia for students and teachers through online mode

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college has established an Electoral Literacy Club (ELC) in accordance with UGC requirements. The club operates and hosts a range of events. which impart vital knowledge about civic education and democratic principles. As a teacher training college, the college offers potential teachers a plethora of experiences and opportunity to participate in all campus-organized events
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has active Electoral Literacy Club in operation. Seleena. AA , Assistant Professor have been appointed as the coordinating faculty of ELC. Mr Thajudheen is the student co-ordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has conducted 1. Election literacy programme. 2. Pledge has been taken related to voters' rights. 3. Familiarized the student to EVM/VVPAT machine 4. Celebrated national voters day .
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC has conducted programme For conscientizing students about the significance of voting "Meet the Candidates". Seminars on democratic values was conducted
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	An election literacy campaign was conducted in the college and students who had not enrolled in the

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	voters list were enrolled

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
98	101	103	100	98

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Other Upload Files	
1	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	51	52	48

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	51	52	48

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	[View Document]()
Copy of the appointment orders issued to the tea	[View Document]()

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
University letter with respect to sanction of p	[View Document]()
Any other relevant information	[View Document]()

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
35.46	26.38	21.87	31.55	14.53

File Description	Document
Audited Income Expenditure statement year wise d	[View Document]()

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	[View Document]()
Copy of recent stock registers	[View Document]()

26-11-2024 04:25:58

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

MCT Training College, Melmuri, affiliated with the University of Calicut, rigorously follows the prescribed two-year B.Ed program, ensuring alignment with the university's framework through a structured academic approach. Each academic year, the institution creates a detailed academic calendar in collaboration with its academic and research monitoring cells. This calendar schedules all educational activities and significant events, fostering an organized academic year.

The academic monitoring cells hold regular meetings twice a month to discuss potential adjustments to the curriculum and ensure it meets both institutional and university requirements. These meetings are critical for reviewing and refining the curriculum, ensuring its relevance and effectiveness. The outcomes and decisions from these meetings are communicated during staff meetings, promoting a collaborative environment where faculty members contribute to curriculum improvements.

To maintain transparency, the college disseminates decisions and changes through various channels, including official notifications, WhatsApp groups (for online communication), and the college website. Notice boards across the campus also display official communications to ensure accessibility for all stakeholders. Both staff and students receive copies of the academic calendar, keeping everyone informed of upcoming activities and events.

In addition to adhering to the academic curriculum, the college emphasizes community-oriented programs aimed at instilling social responsibility among students. These programs address issues like water scarcity, energy conservation, substance abuse, and include field visits. By engaging in these activities, students apply their academic learning to real-world issues, fostering holistic development and preparing them to be socially conscious educators.

As a recognized research center in education, the college provides opportunities for faculty and students to engage in research activities. The research monitoring cell oversees these initiatives, aligning them with academic goals and promoting a culture of inquiry. Research-focused seminars, workshops, and collaborative projects contribute to intellectual growth and innovation within the institution.

The college also demonstrates flexibility in response to external factors such as local celebrations and climatic conditions by adjusting its schedules accordingly. During the COVID-19 pandemic, the college adapted by transitioning teaching practice sessions online and rescheduling examinations, minimizing disruption and ensuring continuity in learning.

Overall, MCT Training College emphasizes a balanced approach to curricular adherence and research,

fostering a responsive and dynamic educational environment. Through transparent communication, active student engagement, and community-focused initiatives, the college strives to provide a comprehensive and enriching educational experience.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 95

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	20	20

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 7

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 97.8

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	97

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways

through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 97.8

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	97

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

MCT Training College, Melmuri, provides a comprehensive and nuanced education in teacher training that fosters a fundamental understanding of the field while equipping students with practical skills and competencies.

Fundamental Understanding of Teacher Education

The college offers a thorough curriculum that integrates both theoretical and practical components of education. Students engage with core subjects such as psychology, child development, and curriculum studies. The practical aspect includes observations, teaching practice, and internships, which allow students to apply theoretical knowledge in real classroom settings. This hands-on experience is crucial for developing skills in lesson planning, communication, and classroom management.

Moreover, the college emphasizes the values of inclusivity, diversity, and ethical practice through various clubs and activities, reinforcing the importance of these principles in the teaching profession. Lifelong learning is a cornerstone of the program, with opportunities for workshops, conferences, and advanced degrees, ensuring that educators remain well-prepared and adaptable throughout their careers.

Procedural Knowledge for Diverse Educational Levels

The curriculum is designed to prepare teachers for various levels of school education, focusing on both general and specialized skills. Core courses cover teaching methods, curriculum planning, and classroom management, providing a solid foundation for effective teaching. Practicums and internships offer real-world experience under expert supervision, allowing students to apply their knowledge and develop practical skills in a controlled environment.

Specialized courses further enhance expertise in areas such as early childhood education or special education. This targeted approach ensures that graduates are equipped with the specific skills needed to excel in their chosen fields, whether in early years or specialized settings.

Extrapolation and Application of Competencies

MCT Training College places a strong emphasis on the ability to extrapolate from learned concepts and apply them effectively in varied teaching scenarios. The integration of theory with practice helps students bridge the gap between academic knowledge and real-world application. Reflective practice is encouraged, allowing students to self-evaluate and refine their teaching methods.

Collaboration and networking opportunities are also integral to the curriculum, broadening perspectives and enhancing teaching approaches. By engaging in collaborative projects and professional networks, students learn to adapt their skills to meet the evolving needs of their students and educational contexts.

Essential Skills and Competencies

The college prioritizes the development of key competencies essential for effective teaching:

- **Emotional Intelligence**: Cultivated through role-playing, group discussions, and reflective exercises in clubs and co-curricular activities. This helps students understand and manage their emotions, which is crucial for creating supportive learning environments.

- **Critical Thinking**: Fostered through debates, problem-solving sessions, and case studies. These activities promote informed decision-making and analytical skills.

- **Negotiation and Communication Skills**: Enhanced through collaborative projects and community involvement. These skills are vital for effective interaction with students, parents, and colleagues.

- **Collaboration**: Developed through group projects and mentoring, encouraging teamwork, responsibility sharing, and inclusive learning environments.

By focusing on these competencies, MCT Training College ensures that its graduates are not only knowledgeable but also skilled in creating dynamic, responsive, and supportive educational settings

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Response:

At MCT Training College, the program offers a thorough and multidimensional approach to understanding the Indian school system while integrating an international and comparative perspective. Here's an overview of how the college achieves this comprehensive training:

Historical and Structural Understanding of the Indian Education System

Students explore the evolution of the Indian education system through a historical lens, examining educational practices from ancient, medieval, and modern periods. This historical perspective helps students appreciate the factors that have influenced the development of current educational practices and policies in India.

Functioning of Educational Boards

The program includes an in-depth study of the various Boards of School Education in India. Students gain insights into:

- The roles and responsibilities of different boards.
- The operational differences between boards.
- Examination systems and curriculum frameworks.
- Policies and standards implemented by each board.

Through practical analyses, students develop a nuanced understanding of how these boards contribute to the diverse educational landscape in India.

Assessment Systems and Standards

Understanding assessment systems is crucial. The training involves:

- Workshops and expert talks on differentiated assessment practices.
- Exploration of culturally responsive assessment methods.
- Practical exercises that align assessments with learning objectives.

Students learn about various assessment practices and the importance of adapting these methods to meet the needs of diverse learners.

State-Wise Variations

The college examines state-specific educational policies, practices, and infrastructure to highlight regional disparities and initiatives. By studying these variations, students gain a holistic view of the challenges and opportunities across different states, enhancing their ability to address localized educational issues.

International and Comparative Perspectives

Students are exposed to global best practices and educational innovations through:

- Seminars and discussions with experts.
- Visits to nationally renowned education institutions.

This international perspective helps students critically evaluate and adapt global educational strategies to the Indian context, fostering a more comprehensive understanding of education worldwide.

Practical Experiences and Social Responsibility

Practical experiences are integral to the program, including:

- Community outreach programs.
- Seminars on key issues such as the right to education, universalization of education, and gender sensitization.

These activities deepen students' understanding of social and educational issues and promote ethical leadership and social responsibility.

Emerging Trends in Education

Workshops and expert talks on emerging trends provide students with knowledge on:

- Digital learning.
- Inclusive education.
- Experiential learning.

These sessions equip students with the skills necessary to navigate and implement contemporary educational practices.

Preparation for Diverse Educational Challenges

Overall, MCT Training College's program ensures that students:

- Develop a well-rounded understanding of the Indian educational system.
- Gain practical skills and knowledge to address educational challenges.
- Are prepared to adapt and apply global best practices in their local contexts.

This comprehensive approach prepares students to become effective and informed educators, ready to tackle the complexities of education both within India and in an international framework.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

MCT Training College is dedicated to offering a diverse range of curricular experiences that enrich students' professional development and prepare them for the evolving demands of the education field. The institution's approach integrates various activities to ensure a comprehensive learning experience, focusing on both professional skills and personal growth.

Cultural Programs

Cultural programs at MCT are pivotal in promoting diversity and cultural sensitivity. By participating in these programs, students engage with different cultures, traditions, and art forms.

Club Activities

The college offers various clubs such as literature, science, and community service clubs.

- **Explore Interests**: Pursue personal passions beyond the academic curriculum.
- **Develop Leadership Skills**: Take on leadership roles and organize events.
- **Collaborate with Peers**: Work together on projects, enhancing teamwork and communication skills.

These attributes are essential for future educators, as they contribute to effective classroom management and community engagement.

Extension Programs

Extension programs are designed to connect students with real-world applications of their learning.

- **Volunteering at Local Schools**: Gaining practical experience and understanding educational needs in the community.
- **Educational Workshops for Underprivileged Children**: Applying teaching skills to benefit children from diverse backgrounds.
- **Environmental Conservation Initiatives**: Engaging in projects that promote social responsibility and environmental stewardship.

These experiences help students develop a sense of responsibility and apply their educational knowledge in meaningful ways.

Seminars and Webinars

These events are crucial for professional development:

- **Engagement with Experts**: Students interact with scholars and practitioners, gaining insights into current trends and research.
- **Broadening Perspectives**: Exposure to new ideas and practices helps students reflect on and enhance their teaching methodologies.

Workshops and Internships

Practical experience is a core component of the training:

- **Hands-On Learning**: Students create lesson plans, implement teaching strategies, and assess student learning.
- **Guidance from Experienced Educators**: Direct mentorship helps students apply theoretical knowledge effectively in real classroom settings.

Yoga and Arts Festivals

These activities contribute to holistic well-being and creativity:

- **Yoga**: Helps students manage stress and cultivate mindfulness.
- **Arts Festivals**: Foster creativity and provide a platform for artistic expression.

Both activities are essential for maintaining a balanced and positive approach to teaching and learning.

Debates and Sports Activities

These activities

- **Critical Thinking**: Through structured debates and problem-solving.
- **Teamwork and Sportsmanship**: Through collaborative sports and team-based activities.

These skills are vital for effective communication, leadership, and creating a positive classroom environment.

Professional Capacity and Career Development

Dedicated cells and initiatives at the college focus on:

- **Resume Building and Interview Preparation**
- **Job Placement Assistance**: Supporting students in finding meaningful employment in the education sector.

Holistic Development

By integrating these diverse experiences into the Teacher Education Program, MCT aims to:

- **Foster Holistic Growth**: Develop well-rounded individuals who are not only skilled educators but also responsible and culturally aware citizens.
- **Prepare 21st-Century Educators**: Equip students with the knowledge, skills, and mindset necessary to excel in a dynamic educational landscape.

Overall, MCT Training College's comprehensive approach ensures that students are well-prepared to meet the challenges of modern education and make impactful contributions to the field.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 100

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Personal interview of the students by the teachers and the principal brings out the preparedness for the professional education: Aspirations, strengths and areas that need improvement are also identified by the close interaction of experienced members of faculty and the principal with the students at the time of interview. Principal keeps a brief student profile. The documents and certificates are verified by the members of the staff during the interview for admission. Special attention is given to the student achievements in the past. A student's profile is collected in which the aspirations of the students and the areas where they would like to improve are identified. One week is set as orientation week for tuning the students to B.Ed. course where the faculty members and invited guests interact with the students to make them ready for professional education. The motivational sessions in the initial orientation week develops intrinsic stimulation in the student teachers to warm up for a process of metamorphosis.

Course and campus familiarization programme is organized at the commencement of the course which offers the student teachers an opportunity to understand the difference between the B.Ed. course and other courses. The aptitude for teaching is identified and student teachers are encouraged to sharpen their aptitudes.

Self-introduction of the students in the optional and general classes offers an opportunity for the teachers to penetrate in to the inner dispositions of the student teachers and pinpointing their talents that give them an edge in the teaching career. The short comings and the limitations of the students are identified and action plans are developed to empower the student teachers. Each optional class organizes optional wise initiation programme where the talents of the students and leadership quality are identified and based on that, roles are assigned to them

In the beginning of the academic year an analysis of teacher characteristics is done. Students are encouraged to recall the best teachers and the worst teachers in their journey of academic experiences. The qualities that are to be emulated and the negative aspects that are to be avoided are identified.

The academic year commences with Talents Day, Fresher's Day and motivation classes. All optional class students are provided the opportunity to exhibit their talents which will give a clear idea about the personality and talents of the students. This helps the students to showcase their talents before their seniors and to get rid of inhibitions.

Every day the classes commence with a morning assembly that includes prayer, pledge, news reading, book review and thought for the day. 'The thought for the day' act as an opportunity to reveal the self-motivation and value system of the student teachers. Morning assembly gives ample opportunities for the students to come forefront through various activities and exhibit their leadership qualities.

We conduct diagnostic test, interviews, observations and self-assessment to gather comprehensiveness data. Cultural and linguistic sensitivity and entry behavior test and also bridge courses and induction courses.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.25

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The institution uses a variety of teaching and learning methods to convey content effectively and to respond to the diversity of learners. The approaches used consistently and effectively are cooperative and collaborative activities, experimental learning, participatory learning, problem solving brainstorming, group discussion, panel discussion, online learning, etc.

Experiential learning: Experiential learning is an engaging learning process in which students "learn by doing" and through reflection learning by doing" and by reflecting on the real-life experience. Experiential learning activities for B.Ed. include internships, field trips, yoga, ICT workshops, hands-on experiences in specialised labs etc. Tasks and assignments such as sociometry, survey on adolescent

problems, case studies of children as well as and educational institutions, interviews with parents, etc. provide the prospective teachers with practical experience teachers.

Participatory learning: Participatory learning, which ensures interactive learning and a variety of teaching methods, roles and relationships that are tailored to the needs of the learners and the desired outcomes outcomes. The prospective teachers at the B. Ed level actively participate in community surveys, field visits and field trips, cultural programmes, etc. as part of participatory learning.

Brainstorming: Brainstorming is a group creativity technique in which an attempt is made to find a solution to a specific problem the aim is to find a solution to a specific problem by collecting a list of ideas spontaneously contributed by the members. The brainstorming techniques used in working on the theory papers for the B.Ed encourage new ideas among the student teachers that would never have emerged under normal circumstances. The postgraduate teaching should promote self-directed learning with equal participation of all pedagogues in the academic discussion, while brainstorming is a tool for learning in teaching.

Focused group discussion: Focus group discussion brings together people with similar backgrounds or experience with similar backgrounds or experiences come together to discuss a particular topic of interest. In B.Ed. courses, focus group discussion group discussions are used as a group learning experience lasting 45 minutes, with the lecturer acting as a moderator. The entire class is divided into small groups and effective discussions are held to the correct delivery of content and also to improve the skills and competencies of the learners and to take into account the different needs. Researchers and prospective teacher trainers are often asked to conduct focus groups groups as an efficient method to solve a research problem.

Online teaching methods: The Moodle Learning Management System is the learning platform of the institution's learning platform that enables better collaboration between faculty members, student teachers and teacher educator to enable interactive and stimulating learning experiences. Google Classrooms has been used by faculty since before the Covid pandemic to to provide an effective flipped learning experience. The above innovative approaches have helped to provide students with a variety of learning experiences for the students. Improvement in academic progress is monitored through continuous internal assessment, tasks and assignments as well as other activities and project reports.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last

five years

Response: 100

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 98

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The institution follows a mentoring system to support the student teachers in academic matters and to build cordial relationship between students and teachers within and outside the institution. All faculty members act as mentors to the students assigned to them. The objectives of the institution's mentoring system include

? Working together as a team to address students' challenges in successfully completing the course and helping students understand the opportunities within the institution for a smooth transition to professional life.

? Helping weaker students to cope with the curriculum, co-curricular activities and personal problems in their lives.

? To establish and provide a model system to improve teaching skills, embellish one's behaviour towards peers and authorities and ensure regularity and punctuality of students. ? To familiarise the students with the latest developments in education and life. The institution fulfils these objectives through a well-structured mentoring system comprising four phases

? PHASE 1 The teacher in charge of the mentoring system, who is selected by the Staff Council, collects the list of the total number of students in an academic year and assigns the students to mentors.

? PHASE 2 Convene a meeting of all mentors to distribute the list of mentees and provide guidelines for conducting the meetings with the mentees.

? PHASE 3 The mentors, who are responsible for the individual small groups, meet with their mentees and build up a relationship with the students through personal discussions and gather information about their academic and family background. Students are free to meet with their mentors in person if they need support and advice on academic matters as well as personal issues and problems.

? PHASE 4 Regularly solicit feedback from mentees and discuss their suggestions with other faculty members and the teacher in charge of the mentoring system. With the approval of the head of the institution, students' creative and productive suggestions are implemented to achieve the goals of the mentoring system.

Mentors communicate conscientiously with each mentee and provide support through timely and constructive feedback. To enhance students' professional and personal development, the institution organises various programmes that improve students' self-expression, self-direction, effective communication and problem-solving skills. The mentor teacher supervises all activities of the mentees assigned to him/her, which helps to give individual attention to the learners and address their needs. Constructive feedback is also provided to improve their skills and values. Mentor teachers enhance the professional skills of student teachers through microteaching, connection exercises, discussion lessons, demonstration lessons, critique, and mentoring during teaching practice and practicum. Mentor teachers also give advice related to course-specific outcomes, programme outcomes, professional goals, career opportunities and advancement, professional ethics, integrity, and morality important to professional development.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

The intellectual skills, creativity, innovative thinking, critical thinking, reflective thinking, empathy, life skills, collaboration, community relatedness etc. of the prospective teachers are nurtured by the institution through effective implementation of a variety of activities such as Enhancing Professional Capacities (EPC) programmes, club activities, workshops, community living camps, extension activities, community service programmes etc.

The main highlights are the club activities and the specially designed vocational skills enhancement programmes. The outcome of these programmes is reflected in the innovative practises carried out by the prospective teachers at the practice schools, which proves the benefits and practical application. Teachers are social engineers and the orientation and training they receive from the teacher training institution is the backbone for their professional development. Therefore, the institution has developed EPC (Enhancing Professional Competency) programmes to improve the professional competency of the prospective teachers in the four semesters.

During the first semester, EPC promotes reading comprehension, critical thinking, reflective skills and collaboration skills of prospective teachers through reading and reflecting on texts. This also helps trainee teachers to understand the differences in language use in different learning, teaching and assessment contexts by analysing the language of textbooks, classroom interaction, language in questionnaires, etc. Right from the first semester, the prospective teachers are trained in the prevention of lifestyle diseases through an EPC programme on yoga and health education. This contributes to the development of physical health and mental well-being. In the second semester, IT orientation workshops and teaching resource preparation workshops are conducted along with micro-teaching, link practice and

critique sessions to enhance the professional competencies of the prospective teachers.

During the third semester, art and drama workshops, intensive physical education and yoga training, and community life camp and field trips are organised to enhance the skills and competencies of the prospective teachers. In the fourth semester, programmes on self-understanding and critical understanding of ICT are conducted to ensure that the prospective teachers have the professional competencies they need to meet the needs of 21st-century learners.

The four-day residential camp for 30 hours is conducted every year with the aim of learning to live together, instilling personal values and promoting democratic living, management of events, division of labour and dignity of work, and enabling the prospective teachers to live cooperatively, improve their empathy, life skills, etc. To develop critical thinking on issues related to the field of education, lectures by experts are organised during the Community Living Camp. Cultural events are organised to showcase the talents of the trainee teachers. Events like educational theatre, folk songs and other art forms help enhance the creativity, innovativeness and positive attitude of the trainee teachers. The four-day community living camp under the effective supervision of teacher trainers from the institution helps to promote social interaction, enhance intellectual skills and improve the empathy, life skills, creativity and innovativeness of the trainee teachers.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)	

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

> 1.Planning and scheduling academic, cultural and sports events in school
> 2.Planning and execution of community related events

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution systematically conducts internship programs for both B.Ed. For the B.Ed course, the duration of the internship programme is 16 weeks, conducted during the third semester. The entire programme is carefully planned and executed by the institution. The internship for the B.Ed course is planned as per the NCTE regulations. The selection of schools for the internship is done at the request of the students within a radius of 8 km from the institution. The teachers responsible for the internship programme inform the student teachers about the importance of the practical teaching program and explain the tasks expected of them. The methodology teachers plan the internship programme for the academic year after consultation with the heads of the practice schools and the head of the parent institution. The responsible teachers visit the assigned practice schools to inform them about the internship. The school staff and mentor teachers are actively involved in the development of the plans for the practice teaching. They are involved in planning the administrative portion of the programme, supervising students before and after classes, and interacting with college faculty after the programme. In the assignment of practice schools, the student teachers are sent to the respective institutions and the mentor teachers provide the content and assign classes to them. The student teachers prepare lesson plans and the necessary teaching materials and have them reviewed by both the methodology teachers and the mentor teachers before conducting the lessons. The mentor teachers provide constructive feedback at the end of each lesson. The student teachers are allowed to observe the lessons of their colleagues, the mentor teachers and other teachers in the school. The methodology teachers visit the schools frequently, observe the classes of the students assigned to them and consult with the mentor teachers about the performance of the student teachers, whose feedback they take note of. The principal monitors the general behaviour of the student teachers throughout the internship. The knowledge acquired in the theory courses on child psychology, classroom management and communication skills helps the student teachers in planning learning experiences according to the diverse learning needs of the students. ICT training, training in pedagogy and methodology and workshops on the construction of teaching aids help student teachers excel in their teaching and provide diverse learning experiences to learners. The student teachers actively organize youth festivals, sports activities, laboratory and library facilities, and innovative and creative works during the internship program.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.69

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 13

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The internship programme is effectively supervised by the collaboration of mentor teachers from the parent institute and the host institute. The heads of the parent institute and the host institute also oversee the monitoring mechanism. The parent institution develops rubrics for the evaluation of student teachers. Based on this, an evaluation form is developed and sent to each host institution. Student teachers are evaluated based on the quality of their lesson plan, content delivery, professional skills, and overall teacher effectiveness and performance. The methodology teachers, who are the mentors of the parent institution, evaluate the lesson plans as well as the teaching aids and resources before the trainees are sent for internship. The mentor teachers in the respective schools also evaluate the lesson plans, teaching aids and other resources before they are implemented in the classroom. Throughout the internship programme, the student teacher is constantly monitored and guided by the mentor teachers of the parent and host institutions. The mentor teacher of the host institution observes all the lessons of the student teachers, gives constructive feedback and makes the evaluation. The relevant methodology teachers regularly visit the practise schools and gain an impression of the student teachers' teaching performance through discussions with the head teachers and mentor teachers. The mentor teachers of the parent institution also observe the teaching of the student teachers, give constructive feedback and do the assessment.

During the B.Ed internship programme, student teachers are expected to complete a total of 60 teaching hours in each methodology course and adjust to their duties and tasks in the schools. Student teachers will be informed of the criteria and expectations of each curricular and co-curricular activity conducted throughout the internship programme. At least fifteen lessons of each student teacher will be formally supervised by the methodology teacher. The methodology teachers of the teacher education institution evaluate the curricular and co-curricular teaching competencies of the student teachers during their visits to the practicum schools and give immediate individual constructive criticism. Student teachers also receive personalised feedback from colleagues who observe their teaching. Student teachers engage in self-reflection and keep a Reflective Journal, a diary in which they reflect on their own teaching, which also provides them with valuable feedback on their performance. After the internship programme, student teachers receive feedback on their performance from their mentors by completing an evaluation form provided by the institution. During the first practicum, the prospective teacher educator must create 10 lesson plans and during the second practicum … Lesson plans. The mentor teachers of the parent institute pre-evaluate the lesson plans, resources and teaching aids and make the assessment. The mentor teachers of the host institute evaluate the same. The prospective teachers' teaching is monitored and assessed by the mentor teachers of the host institute. The mentor teachers of the parent institute interact with the teachers of the host institute and carry out the monitoring process together.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

    1. **Self**
    2. **Peers (fellow interns)**
    3. **Teachers / School* Teachers**
    4. **Principal / School* Principal**
    5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

    1. **Effectiveness in class room teaching**
    2. **Competency acquired in evaluation process in schools**
    3. **Involvement in various activities of schools**
    4. **Regularity, initiative and commitment**
    5. **Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 25

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 2

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 10.13

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 81

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Response:

MCT Training College makes it imperative for teachers to keep a close eye on emerging trends and needs in teacher education and remain updated professionally in a number of ways:

1. In house discussions on current developments and issues in teacher education

The college has itself established an Institutional Performance Appraisal System to go abreast with the global competitive market and to trigger the professional growth of the faculty members. A committee headed by the Principal and IQAC Coordinator evaluates the annual professional development activities of the faculty members and certifies the genuineness and reinforces their merits. This internal performance appraisal improves the quality of faculty members and becomes an added advantage for their promotion and placement. College organizes group discussions to locate research themes, find answers to emerging questions, and solutions for resolving issues in the field of teacher education. In the year 2022-23, MCT training college organized in-house activities such as Interactive Session for staff University of Calicut on innovative practices in education, an orientation programme for the faculties of various teacher education centres of the University of Calicut about the evaluation of answer scripts based on new bar code system and administrative Training Programme for both Teaching and Non-teaching staffs of MCT about the new bar code examination system.

1. **Collaborative Initiatives for Professional Engagement**

The institution has collaborated with state level educational agencies and organized a number of programs where the faculty have served both as participants and resource persons.

7 faculty took part in the one day short Term Course on Information and communication technology Organized by youth innovation program.

A three day residential workshop on faculty enrichment program, Assist training program conducted in MCT training college.

3. Share information with colleagues and with other institutions on policies and regulations

Faculty have been actively participating in various seminars, workshop and faculty development programmes on recent developments in teacher education and research that foster cognitive insights, positive social interaction, active engagement in learning and self - motivation.

4. Pursuing of higher academic qualifications by faculty

The institution provides a favorable atmosphere to faculty to attain higher educational qualifications.

Additional post graduate degrees are being secured by teaching faculties.

These comprehensive initiatives ensure that faculty members have the necessary knowledge and resources to deliver high-quality education

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response:

The programmes provided by the college are professional in nature and hence continuous internal evaluation of student learning is a key focus throughout. Daily evaluation is done by teachers in their respective class hours using simple techniques informally such as identifying the muddiest part, one minute reflection, short duration tests and questioning, and also in a formal manner for the following aspects in various ways:

Curricular works: The various courses of B.Ed. programme include internal exams as well as undertaking assignments given in the course outline. Besides, model exams are conducted for academic improvement and the Evaluation and Examination Committee of the institution publishes these marks,

seeks feedback and directs for grievance redressal, if any. In case of any relevant reasons for absence in these exams, provision for retest is provided to provide emotional support to the students. Exams are conducted in varying modes including obective type, descriptive type, using e platforms such as Kahoot, google forms and so on to waive off the monotony.

Practical works: The programmes include a number of practical works in varying nature. The college-based practical like microteaching, lesson plan preparation, demonstration classes, criticism classes are evaluated on the basis of rubrics, observation and reports. Field based practical like Practice teaching Internship, visit to educational institutions are also evaluated through rubrics, records and direct observation.

Participation, presentation and reports submitted are evaluated for activities like Data

Analysis Workshop, Enhancing Professional Competency, Module preparation and ICT Workshop.

Practical such as peer teaching, seminar, ICT Workshop are evaluated through observation, rating scale and valuation of report.

Social skills are evaluated through compulsory participation in community living camp, field trips and study tours.

Engagement in Physical and health related activities are assessed through participation in activities related to physical and health education programmes like sports and yoga.

Skill in preparation of teaching learning materials is evaluated based on the products created in workshops including charts and models and also based on rubrics.

The assessment of the evaluation process and its procedures is done by analyzing the feedback obtained at the conclusion of each academic session. This feedback is then reviewed and discussed in faculty meetings, where suggestions for improvement are solicited. Based on the feedback received, the examination cell formulates the evaluation procedures for the upcoming academic session and maintains a transparent and effective mechanism for address grievance related to conduct of internal examination. All the various subject teachers handling a particular course are entitled for reflection, feedback and evaluation

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document]()
Details of provisions for improvement and bi-lingual answering	[View Document]()
Copy of university regulation on internal evaluation for teacher education	[View Document]()
Any other relevant information	[View Document]()
Annual Institutional plan of action for internal evaluation	[View Document]()
Link for additional information	[View Document]()

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college boasts a robust and efficient system for addressing student grievances, including those related to examinations. This system ensures that students can voice their concerns, complaints, or issues regarding their internal assessments, with the college's grievance redressal cell playing a pivotal role. This cell is particularly attentive to issues concerning both internal and external examinations.

Students have the opportunity to report any problems or dissatisfaction with their internal assessments through the college's grievance redressal system. Additionally, student teachers are encouraged to bring up any grievances they may have with their mentors. Should students fail to initiate these reports themselves, the college's staff will inquire about any issues concerning their internal assessments. Should these issues be valid, the concerned staff member will step in to address them at the teacher level.

To further facilitate the process, the college maintains a grievance box in its library. This box serves as a platform for students to submit their grievances related to the evaluation processes and mechanisms in

place within the institution. These grievances are then reviewed by the grievance redressal committee on a monthly basis, ensuring a fair and thorough resolution.

In the event that a student is unable to sit for the college's internal examinations or model exams on the scheduled dates, and if the issue is deemed genuine, the college offers the option for a retest. This retest is conducted at the student's convenience, with the results being considered for internal evaluation.

Grievances concerning a student's internal assessment marks are addressed by the grievance redressal committee, led by the respective subject teacher, as soon as the internal assessment results are published on the college notice board or the University website. Should a student remain unsatisfied with the resolution, there is a higher-level committee that can delve deeper into the issue and ensure a satisfactory outcome.

This comprehensive system ensures that the college's examination-based grievance redressal process is transparent and effective, operating on a three-tier structure. This structure allows for grievances to be addressed at the subject, class, and college principal levels, ensuring a fair and just resolution for all students.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Response:

The Institution adheres to the University academic calendar and then prepare College Academic Calendar consisting curricular, co-curricular and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The academic calendar includes dates for the commencement and completion of the semesters, curricular activities, important days, co-curricular activities, as well as internal exam schedules. The academic calendar also includes tentative dates for practical exams, and

University exams. The time-table is prepared in accordance with the academic calendar and University policies.

- The institution prepares Academic Calendar every year to keep students, teaching and nonteaching faculty reminded of important dates and events related to curricular and co-curricular activities throughout the academic semester and year.
- In the beginning of the academic session, the students are familiarized with academic calendar and same is uploaded on college website and hard copy is provided to each student
- The comprehensive academic calendar helps the students to work and prepare for practical and exams in tune with it.
- The Schedule of all Examinations, practical and Enhancing Professional Competency (EPC) is given in academic calendar.
- In addition to Academic Calendar, semester plans covering curricular activities are prepared for each semester for all programmes. Copies of semester plan are displayed in the notice board and the same is sent to the class whatsapp group. It is updated and revised with respect to any changes suggested by the university.
- Evaluation and Examination Committee (EEC) announces exam dates, instructions for task and assignments, Enhancing Professional Competency (EPC) and practical as per the academic calendar.
- Task and Assignments, Enhancing Professional Competency (EPC) documents, Records of practical are submitted by students as per the dates given in Academic Calendar.
- Date of Mid evaluation of internship is also provided in the Academic Calendar
- Academic Quality Assurance Cell (AQAC) monitors the uniform coverage of syllabus in each class. Due to any unforeseen causes or personal reasons of the concerned teacher or poor performance level of students of any class, the concerned teacher is unable to cover the portions in time, proper alternate arrangements are done for covering the syllabus in the form of extra classes.
- Students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment – through seminars, project work, unit tests, digital tests, online tests, assignments, Enhancing Professional Competency courses, pre-practice sessions, internship and semester end examinations
- The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings. Furthermore, additional lectures are planned to complete the syllabus before the university examination.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The Principal Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are pursued through a comprehensive array of activities designed to align with educational goals. At the start of each academic year, the principal and faculty collaboratively plan the teaching and learning framework to meet these predetermined PLOs and CLOs. This planning involves a variety of instructional activities including seminars, discussions, microteaching sessions, criticism lessons, practice teaching, and EPC (Educational Psychology and Counselling) activities, along with tasks and assignments tailored for each subject.

To achieve a deep understanding of foundational educational concepts, the program incorporates a range of methods such as lectures, discussions, small group activities, seminars, peer teaching, collaborative learning, problem-solving, field visits, case studies, and the use of Learning Management Systems (LMS) and ICT resources. These activities facilitate the comprehension of theories related to personality, individual differences, exceptional children, learning, retention, and transfer of training. They also cover curriculum transactions, psychological testing, guidance, counselling, assessment for learning, democratic education, school management, and physical and health education.

Assignments and tasks like educational institution visits, case studies, sociometry, surveys, and the preparation of unit plans, lesson plans, diagnostic tests, and remedial lessons support the achievement of PLOs and CLOs. Practical experiences such as micro-teaching, reading and reflecting on texts, yoga, physical education, demonstration and criticism classes, ICT orientation, art and drama workshops, and tool preparation workshops contribute to developing professional and practical skills.

Community living camps, extension activities, and club activities enhance learners' understanding of socio-cultural contexts, cooperation, collaboration, and leadership skills. Programs like thought-for-the-day and book review sessions foster critical thinking and help learners appreciate the socio-political and economic dimensions of Indian society, alongside its diversity and contemporary issues.

Overall, the integration of curricular, co-curricular, and extra-curricular activities ensures that prospective teachers and teacher educators gain the necessary knowledge, skills, and attitudes to excel in their profession. By engaging in these well-planned activities, learners develop a keen interest in teaching, embrace progressive changes in education, and are prepared to positively impact their future students and the educational field.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 98.8

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	50	50	48

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Response:

At the start of each academic year, the institution administers an entry-level test, including questionnaires and attitude scales, to assess learners' initial behaviors and diverse learning needs. This initial evaluation helps tailor subsequent educational approaches to individual needs. Throughout the year, learners' progress is periodically assessed using a combination of self-assessment and peer evaluation strategies.

Following each learning activity, the extent to which learners achieve predetermined learning outcomes is gauged through both summative and formative evaluations. For those who need additional support, remedial teaching sessions are arranged to facilitate further improvement. Microteaching sessions are integral to this process, providing learners with a platform to refine their teaching skills through re-teaching opportunities.

Constructive feedback is also crucial; peer evaluations and teacher observations during criticism lessons and practice teaching sessions help learners identify and correct any issues in curriculum transactions. This feedback loop ensures continuous improvement in teaching practices.

The Academic Monitoring Committee and the Internal Quality Assurance Cell (IQAC) oversee the entire institutional process, ensuring that programs are conducted effectively. At the end of each academic year, feedback is collected from various stakeholders, including student teachers, the Parent-Teacher Association (PTA), and alumni. This feedback is analyzed through a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, which helps identify areas for improvement.

Creative suggestions from stakeholders are incorporated into the action plan for the following academic year, aiming to enhance the educational experience continuously. Additionally, the institution tracks student progression, including those pursuing higher education or careers and those passing eligibility tests such as NET, SET, KTET, and CTET, to ensure that PLOs and CLOs are effectively achieved.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 48

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Response:

The institution employs a variety of assessment tasks to gauge the extent to which learners' needs are met. By evaluating student performance across these tasks, the institution measures improvements from their initial entry behaviours. These assessments include tasks and assignments related to theory courses, internal examinations, Enhancing Professional Competency (EPC) activities, community living camps, extension activities, club activities, and practical work. Performance in these areas reflects how effectively the institution addresses the learners' initially identified needs.

To meet diverse student needs, the institution offers a broad range of teaching and learning activities. These include:

- **Club Activities**: Foster engagement and development in areas outside the core curriculum.
- **SUPW Activities**: Emphasize social usefulness and work ethics.
- **Sports and Yoga**: Promote physical well-being and discipline.
- **Learning Management Systems (LMS) and Podcasts**: Provide flexible learning resources.
- **Academic and Tutorial Sessions**: Enhance both professional and personal development.

ICT training and the use of technology are integrated to ensure prospective teachers gain essential 21st-century skills. The institution offers:

- **Cooperative and Collaborative Activities**: Encourage teamwork and leadership.
- **Thought for the Day, Assembly, and Book Review Sessions**: Enhance critical thinking and communication.
- **Classroom Discussions, Seminars, and Workshops**: Facilitate deeper learning and professional skill development.
- **Community Living Camp and Extension Activities**: Promote social awareness and responsibility.

Other activities include:

- **Discussion and Lesson Plan Writing Sessions**: Aid in curriculum planning.
- **Demonstration Classes by Experts**: Provide real-world teaching examples.
- **Microteaching and Practice Sessions**: Allow for skill refinement.
- **Criticism Classes and Evaluation Practices**: Improve teaching methodologies.
- **Art, Drama, and ICT Workshops**: Encourage creativity and technological proficiency.
- **Understanding the Self Program**: Support personal growth.
- **Teaching Practice, Internships, and Classroom Activities**: Offer hands-on experience.
- **Elective Courses and Club Activities**: Cater to varied interests and needs.

For gifted students, additional opportunities such as seminars, quiz competitions, and peer tutoring are provided. Remedial learning sessions are also organized to support students needing extra help.

Through these varied activities and support mechanisms, the institution effectively addresses individual differences among students and supports their overall development.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.78

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Link for additional information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.5

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.5

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 12

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	14	11	10

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 71.4

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	70	72	70	70

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 81

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
79	83	88	80	75

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

MCT Training College organized numerous community service programs, including anti drug rally, awareness classes on health issues, financial assistance to various charitable trusts, and environmental awareness campaigns, benefiting thousands of individuals from the surrounding communities.

On 01/11/2022 in view of **World Anti-Drug Day**, Awareness Rally was organized at Malappuram town. The students and staff of MCT Training College took out a massive rally to mark the 'International Day against Drug Abuse and illicit Trafficking. The rally was organized by the health club of MCT college More than 300(including TTI students) pupil participated in the rally. The rally organized to create awareness on the growing menace of drug-addiction among youngsters was flagged off by Sri M.P.Abdussalam, principal of MCT Training College.

MCT College had conducted an **Anti-Narcotic Awareness Programme** on the june 26th 2022. The objective of this programme was to spread awareness on the harmful effects of using drugs among the youngsters. The programme had commenced with a prayer song and inviting the chief speaker of the program vk poulose . The honorable speaker had stressed on the topics of having curiosity, heroism and peer compulsion. The personal experiences cited. He also discussed that drugs affect youngsters due to impulsiveness

MCT College conducted a food fest on17/11/2022 for charity purpose Amount collected from this fest was utilized for helping some charitable institutions like. CH dialysis centre, **Asha bhavan and buds school.** Assistance was given in the form of cash and kind. two wheelchairs were donated to buds school. Students of this school were provided with financial assistance for their akaasha yathra.

As part of pain and palliative care day, collected funds from students and teachers during each week and handover to concerned authority on that day students were also provided a class on functioning of pain

and palliative centers. Likewise a visit to Attappadi tribal school was conducted and financial assistance was given for educational improvements of the children

World environmental day was celebrated by collecting plastic waste from college campus and visited agriculture institute, anakkayam and purchased plants for campus beautification

MCT Training College celebrated **Gandhi Jayanti** on October 2,2023, to honor the birth anniversary of Mahatma Gandhi. The celebration focused on Gandhian values of cleanliness and environmental conservation.The highlight of the event was a **campus beautification drive**, which to create a cleaner ,greener,and more aesthetically pleasing environment. The two main objectives of the programme was to commemorate the birth anniversary of Mahatma Gandhi and to promote Gandhian values of cleanliness and environmental responsibility

The MCT Training College recently organized a visit to the **APJ AbdulKalam International Residential Tribal School in Wayanad**. This initiative aimed to understand the educational needs of the tribal students and provide necessary financial assistance to support the academic pursuits.

On August 22 ,2023, students and faculty members of MCT Training College visited the Anakkayam Agricultural Research Institute as part of theEnvironmental Day celebration.The visit aimed to understand sustainable agricultural practices, and introduce participants to innovative research in agriculture, and promote environmental awareness.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 32

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	6	6	7

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 4.2

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	3	3	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 18

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance,**

other universities, industries, corporate houses etc. during the last five years

Response: 18

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

MCT Training College is a College of Teacher Education with adequate physical infrastructure facilities on a campus of 5.63 acres. The college meets the standards of various statutory bodies, like National Council for Teacher Education (NCTE), University Grants Commission, Higher Education Council Government of Kerala, and University of Calicut.

The college has Two separate buildings with a total area of 4007.33 square meters for One Unit of B.Ed. The college has 15 classrooms that are well-ventilated. Each classroom has things like whiteboards, bulletin boards, and smart TVs. Also, for each optional subject in the B.Ed. program, there are two rooms. One of these rooms is meant for group discussions and working together. Other rooms include Principal's Room, Office Room, Staff Room, Administrative office, Common Rooms Boys, Visitors Room, Adequate Toilet Facilities, Store Room and Three Multipurpose Seminar Halls. The college also has an open-air class room with seating arrangement.

The college has a library with 8957 books, 25 journals & Periodicals, 303 M.Ed. Dissertations, 2m M.Phil Thesis, 179 CDs and number of newspapers and periodicals. The library can accommodate up to 50 students simultaneously for reference and reading purposes.

The college has Two science laboratories for Physical Science and Natural Science disciplines, a psychology lab with a counselling room, social science, which are connected to optional classrooms.

The college has a Multipurpose playground, which provides space for various sports activities like Foot Ball, Volleyball There is also Two shuttle court, a fitness centre, and a physical education room for consultations, minor games, and health check-ups.

The college has a computer laboratory with multimedia facilities with 30 computers. Students can access the lab at any time to enhance their learning outcomes. The college also has a Multi Media Interactive Hall with interaction and presentation facilities, and a Digital Technology Hub with broadcasting facilities to create audio and video materials. The college maintains 'Guruvani Radio' and 'Gurudarsan' YouTube channel with the help of this lab. The college has also provided Big Generator and solar facilities to ensure uninterrupted power facilities for co-curricular activities at low cost.

The college offers a Guest Accommodation facility equipped with all the necessary amenities for individuals attending programs at the institution. The facility can accommodate up to three guests simultaneously, providing them with comfortable lodging and dining options. The college provides separate common room facilities for boys and girls.

A breastfeeding corner is available in the girls' room and resting facilities are also provided for pregnant women. And toilet facilities are available on all floors separately for boys and girls. The college has implemented various facilities to accommodate Diviangajan students, including ramps for mobility, separate differently-abled-friendly toilets, and a software system named for visually impaired students. Specialized areas within the library and computer lab are designated for the use of these facilities, and Braille-format textbooks are also available.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

4.1.2.1 **Number of classrooms and seminar hall(s) with ICT facilities**

Response: 8

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 8

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 8.88

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.35	1.89	0.34	2.11	1.83

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college library is a well-equipped facility designed to support the academic needs of its students and staff. Housing a collection of 8957 books, it provides a wide range of resources on various subjects to enhance learning and research. The library can comfortably accommodate up to 60 students at a time, offering a quiet and conducive environment for study. It remains open on all working days. A visitor's record is maintained by students and faculty members. New arrivals of books and journals are displayed on a rack. Students are supplied with barcoded ID. User orientation is provided at the beginning of the year regarding the various facilities, services and resources available in the library

The library utilizes the Integrated Library Management System (ILMS) software, KOHA, to streamline its library services. KOHA allows for efficient cataloguing, circulation, and management of library resources, making it easier for students and staff to access and track books, and other materials. One of the standout features of KOHA is Online Public Access Catalogue (OPAC), which offers users the convenience of searching for books and other resources. The OPAC provides real-time information on the availability of items, allowing users to check availability, place holds, and even renew borrowed items. This increased accessibility has significantly improved the user experience, making the library more efficient and user-friendly.

The College Library offers membership to DELNET (Developing Library Network), which

greatly enhances its resources and services for both students and faculty. Through DELNET, members have access to a vast collection of books, journals, and other academic materials from a wide network of libraries across India. This collaboration allows users to request inter library loans, access e-resources, and stay updated with the latest research in various fields. Through this, all patrons (students, teaching and non-teaching staff) have been registered and individual login ID and password are provided to users.

The library also houses a rich reference Collection, viz., Encyclopaedia, Year Books, Dictionaries and other reference materials. Library also possess relevant resources for the students appearing for competitive exam like UGC NET, SET, K-TET, C TET, Etc. Previous years question papers are also made available to students for reference in Library.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The MCT training college library is fully automated with ILMS. **KOHA** software is installed in 2019 which is the world's best Open-Source library automation software consists Acquisition, Circulation, Cataloguing and Serial Control. The library is fully computerized with a barcode-based issue- and return process. The library is equipped with an in-out management system that efficiently tracks user entry and exit, ensuring enhanced security and monitoring of library usage. All the books collected are updated in the library software database and the online Public Access Catalogue (OPAC) is available for students and faculty members. OPAC facility is made available in the library which is used by students and faculty members for searching for books by title, author or subject name.

In addition to on-campus access, the library also provides remote access to its resources through the Web OPAC (Online Public Access Catalogue). This allows users to conveniently search, view, and manage library materials from any location with an internet connection. The library is also a member of the Developing Library Network (DELNET), a collaborative resource-sharing network that connects the institution's library to a vast collection of academic resources, including books, journals, research papers, newspapers, and databases from libraries across the country. This partnership with DELNET expands the range of materials available to users, allowing access to resources beyond what is physically available in the library. The remote access capability enables users to connect to these resources from anywhere, providing flexibility and ensuring that academic progress is not hindered by geographical limitations.

To facilitate remote access, the library provides each user with a unique ID and password, granting them secure access to e-resources. Students and faculty can log into the library's digital platform and access the vast array of academic materials they need for research, coursework, or professional development at any time, from anywhere. This level of accessibility supports a culture of continuous learning and research, fostering academic growth and collaboration among the institution's community. As a part of DELNET, the library benefits from resource sharing, interlibrary loans, and collaborative services that support the academic and professional growth of its community.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.63

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.63	1.38	0.69	0.13	0.32

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 36.95

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 553

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 540

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 1002

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days)**

during the last completed academic year.

Response: 917

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 905

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

    1. **Relevant educational documents are obtained on a regular basis**
    2. **Documents are made available from other libraries on loan**
    3. **Documents are obtained as and when teachers recommend**
    4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

MCT Training College invests in its IT infrastructure to keep pace with technological advancements and meet the ever-evolving needs of students and staff. The college has 30 computers in different labs and areas for students. Staff rooms have internet connection through LAN or Wi-Fi for their work.

In 2015, the college introduced Wi-Fi access in the library, providing convenient online resources for students. The administration offices are well-equipped with IT infrastructure for efficient management of the student and faculty database.

Since 2018, the college has transformed into a Wi-Fi campus, ensuring wireless internet connectivity throughout the premises. This provides a bandwidth of 200 MBPS, ensuring a reliable online experience.

In the interest of security, CCTV cameras were installed campus-wide in 2018, ensuring surveillance and safety. In 2017, a multimedia interactive hall with modern ICT facilities was established, creating an engaging and interactive learning environment for students.

The college implemented a broadcasting system in 2010, upgraded in 2018 to enhance its capabilities.

To meet reprographic needs, two printers were installed. One was acquired through support from an alumni organization, and the other was procured using funds from the University Grants Commission (UGC). These multi-tasking printers offer efficient printing, scanning, and copying services on campus.

In 2019, a new D-Link Wi-Fi modem was installed for student use, further enhancing wireless internet connectivity within the college campus. This facilitates seamless access to online resources for students.

To ensure uninterrupted internet connectivity, the college maintains two Asianet fiber connections and one BSNL Fiber connection, all with a speed of 200 MBPS, serving as backups for reliable high-speed internet access.

The college implemented a biometric thumb-based attendance system for students and staff. This technology streamlines attendance recording using unique thumbprints, ensuring accurate and reliable tracking, minimizing discrepancies. All classrooms come with ICT facilities. There are five undergraduate classrooms and two General Class Rooms, each equipped with a Smart TV and Wi-Fi connectivity.

The college operates MCT Radio, a live radio station run by students. Students take on roles as program heads, hosting and producing shows and content broadcasted on the station. This hands-on experience allows students to develop communication and broadcasting skills, fostering creativity and community involvement. MCT Radio provides a platform for students to express ideas, share information, and showcase talents through radio broadcasting.

Additionally, the college manages a YouTube channel named 'Gurudarshan', creating and publishing education-related videos. A digi console in the media lab is used for video production and recording.

The college has two public address system operated by students. This comprehensive infrastructure ensures a technologically enriched learning environment for both students and staff, enhancing the overall educational experience.

The college has established a dedicated space called the Digital Technology Hub, equipped with advanced digital facilities. This hub serves as a space for digital discussions, providing various facilities for creating e-content and recording audio and video

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.8

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 2.99

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.26	0.68	0.2	0.81	0.93

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

The college has established systems and procedures for the maintenance and utilization of its physical, academic, and supporting facilities including laboratories, the library, sports complex, computer lab, classrooms etc.. These systems and procedures are designed to ensure the efficient and effective use of these facilities. Here are the key aspects of the systems and procedures:

Maintenance: Regular maintenance schedules are implemented to keep the facilities in optimal condition. This includes routine inspections, repairs, and upgrades as necessary.

Resource Management: Proper management of resources is maintained to ensure the availability of required materials, equipment, and supplies in the laboratories, library, and other facilities. This includes inventory management, timely procurement, and monitoring resource utilization.

Access Control: Access control measures are in place to regulate entry into specific facilities, ensuring authorized individuals can use the facilities while maintaining security and safety.

Guidelines and Usage Policies: Clear guidelines and usage policies are established for each facility. These guidelines outline rules and regulations, expected behaviour, and specific protocols for utilizing the facilities. Users are expected to adhere to these guidelines and policies

Training and Support: Training programs and support services are provided to assist users in effectively utilizing the facilities. This includes training sessions, workshops, and technical support to enhance users' knowledge and skills.

Safety and Security: Safety measures, including emergency protocols and safety equipment, are implemented in all facilities to ensure the well-being of users. Security measures, such as CCTV surveillance and access control, are in place to protect the facilities and their users.

By implementing these systems and procedures, the college aims to create a conducive environment for teaching, learning, research, and recreational activities, while ensuring the proper maintenance and optimal utilization of its physical, academic, and support facilities

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

9. **Canteen**
  10. **Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 62.25

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
27	25	28	30	45

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 60.42

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 27

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 1

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 1

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 84.34

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
47	38	47	42	36

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student council is active and plays a proactive role in the institutional functioning

The College Union Student Council is an elected body, which is empowered to promote and facilitate all curricular and co-curricular activities of the college and provide opportunities for the training of students as good citizens. Election to the College Union is held democratically in conformity with the guidelines and procedures laid down by the College in accordance with the recommendations of CALICUT UNIVERSITY Election follows parliamentary system under the leadership of a senior faculty, appointed as the Returning Officer. The council of class representatives (Student parliament), formed with one from each class, is constituted every year. Students' Union consists of Chairperson, Vice-Chairperson, General Secretary, Magazine Editor, University Union Counsellor, Lady Representative, Arts Club Secretary, Sports Secretary and Class Representatives. The elected Union is mentored and guided by the Staff Advisor, in organizing various events, sports and arts competitions. The Vision and Mission is perceived empirically by the Student Council and is reflected through activities conducted within and outside Institution. Student Council interacts with the alumni Association in organizing various events in the institution.

Dynamic Role in institutional functioning

The Student Council of the institution is actively involved in all academic and co-curricular ventures

which help in promoting institutional excellence. The Student Council collaborates with the different cells and clubs of the college like Ethics Committee, College Magazine Committee, Cultural club, Grievance-Redressal Committee, Literary Club, Anti-ragging Cell, Women's Cell, SC/ST Monitoring Cell, Extension Club, Mathematics Club, Social Science Club, Commerce Club, Eco Club and Science Club for its effective functioning. It leads and supports students to participate in cultural programmes in local events, National Day Celebrations.

Contributions for Students' Welfare

The Student Council plays a major role in the proper functioning of the institution. It represents all the students in the college and voices their opinions, suggestions, and grievances and provides feedback to the administration and vice versa. It helps in addressing and solving problems of students-academic, social, cultural or personal. They promote a conducive environment for educational and personal development, encourage involvement of students in organizing institutional activities, and help in creating a positive Spirit and environment in the institution. The Student Council supports the management, administrative officials and faculty in the development of the college by partaking in decision making processes and committees. They help in proposing activities beneficial to the institution to sustain its quality. The council meets regularly to plan activities, share students' ideas, interests and concerns with teachers and the college management. Student Council ensures a democratic mode of functioning through proper planning, fruitful Implementation and objective evaluation of activities. The students elected as University Union Counsellor (UUC) represents the college by voicing opinions in the university students union **. . The student council plays a multifaceted and proactive role in institutional functioning and contributes significantly to students' welfare. By being a representative voice, organizing events, collaborating with the administration, and prioritizing student well-being, the council becomes anindispensable force in shaping the college experience.**

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 9

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	8	9

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni associations

play a crucial role in the development and growth of educational institutions. They serve as a bridge between past and present students, fostering a sense of community and continuity. Here are key ways in which alumni associations contribute, with examples of two significant contributions:

Networking and Mentorship

One of the primary roles of alumni associations is to facilitate networking and mentorship opportunities. Alumni who have established their careers can provide invaluable guidance and support to current students. This mentorship can include career advice, internship opportunities, job placements, and professional development. By leveraging the professional networks of alumni,

institutions can enhance the employability of their graduates and keep the curriculum relevant to industry trends.

Significant Contribution:

The mentorship includes regular interactions, workshops, and seminars that prepare students for the professional world. This initiative has significantly improved job placements and the overall preparedness of students entering the workforce.

Financial Support and Fundraising

Alumni associations are instrumental in fundraising efforts, which can provide financial support for various institutional needs. This support can range from scholarships for students to funding for research projects, infrastructure development, and new academic programs. Alumni donations and endowments often play a critical role in enabling institutions to pursue innovative projects and maintain high standards of education.

Enhancing Institutional Reputation

The success and achievements of alumni can significantly boost the reputation of an institution. Alumni who attain prominence in their respective fields contribute to the institution's prestige, making it more attractive to prospective students and faculty. Alumni associations often highlight the accomplishments of their members through awards, publications, and events, thereby enhancing the institution's public image.

Lifelong Learning and Community Building

Alumni associations also foster a sense of lifelong learning and community among graduates. They organize reunions, conferences, and seminars that keep alumni engaged with the institution and each other. These events provide opportunities for continued education, professional development, and personal growth. By nurturing a vibrant community, alumni associations help maintain strong ties between graduates and their alma mater.

Conclusion

In summary, alumni associations are vital to the ongoing development and success of educational institutions. Through mentorship, financial support and fundraising, enhancing institutional reputation, and fostering a lifelong sense of community, these associations ensure that the bond

between the institution and its graduates remains strong and mutually beneficial. The contributions of alumni not only enrich the experiences of current students but also help institutions evolve and thrive in an ever-changing educational landscape.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 21

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	5	3	4

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The Role of Alumni Associations in Supporting Educational Institutions

Alumni associations are vital in fostering a supportive and dynamic educational environment. They significantly contribute to motivating students and recognizing, nurturing, and advancing their special talents. Their impact extends beyond mere networking, as they actively engage in enhancing the academic and professional journey of current students.

Motivating Students

One of the key roles of alumni associations is to inspire and motivate students. Alumni, having once been in the same position, can offer invaluable perspectives on overcoming challenges and achieving success. By sharing their personal stories and career achievements, alumni can provide current students with tangible examples of what is possible. Alumni often participate in guest lectures, seminars, and panel discussions, where they provide insights into their professional journeys and industry experiences. Such interactions can be particularly motivating for students,

as they offer practical advice and highlight the real-world applications of their academic efforts.

Recognizing Special Talents

Alumni associations play a crucial role in recognizing and celebrating student achievements. These awards not only provide financial support but also serve as a public acknowledgment of a student's hard work and potential. By celebrating achievements, alumni associations foster a culture of recognition and encourage students to strive for excellence. This recognition can significantly enhance a student's confidence and drive, providing them with a sense of validation and encouraging them to pursue their passions further.

Nurturing Talents

They often organize workshops, seminars, and training sessions led by industry experts and successful alumni. These events provide students with opportunities to develop new skills and gain knowledge that complements their academic learning. Alumni can offer mentorship programs, where they guide students in honing their talents and navigating their career paths. Through one-on-one mentoring, alumni provide personalized advice and support, helping students to refine their skills and achieve their goals.

Furthermore, alumni associations can facilitate internships and job placements by leveraging their professional networks. Such opportunities allow students to apply their talents in real-world settings, gaining practical experience that is invaluable for their personal and professional development. The direct involvement of alumni in these processes ensures that students receive guidance and support tailored to their specific interests and career aspirations.

Furthering Talents

In addition to nurturing talents, alumni associations actively work to further students' talents and career prospects. They often engage in fundraising efforts to support advanced projects, research, and extracurricular activities that align with students' interests. By providing financial resources and logistical support, alumni associations enable students to pursue initiatives that may otherwise be beyond their reach.

Alumni also contribute to the creation of collaborative opportunities between students and the professional world. They may organize networking events, industry conferences, and collaborative projects that allow students to showcase their talents and connect with potential employers or collaborators. These interactions can lead to internships, job offers, and further career development opportunities, effectively bridging the gap between academic learning and professional application.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. We also trying to become India a global knowledge superpower by aligning the education system with global standards while retaining Indian values and ethos.

Mission & Vision

We want to make ours a model institution and we shall always try to uphold the basic tenets envisaged by the Great Leaders of our Country.

Mission and Objectives

- The interest of the country deserves priority, we Strive to make teacher students better citizens in all respects.
- Provide services for the betterment of Educational Facilities in Malappuram District and surrounding.

- Help the under privileged and the sidelined sections of the people by providing the opportunities
- Always go forward and work for making the Institution an Ideal Educational Institution.
- Quality Education is our motto and we wish to set an example by doing useful services in the field of Higher Education.

In accordance with the vision and mission, the following objectives are framed

- To develop competency and accountability in teachers
- To inculcate in the teacher trainees the skills and attitudes to serve the community and nation
- To familiarise the prospective teachers with global trends in technology and environmental education
- To equip the teacher trainees to help the progress and prosperity of the locality and backward community by providing quality education
- To inspire the teacher trainees to propagate the idea of educating the pupils for liberation from ignorance, poverty and superstitions
- To propagate the concept of universalisation of education at teacher education level

Nature of Governance

The college is under the management of Muslim Cultural Trust. The Trust desire to internalize the Vision, Mission and Values put forth by Institution by all the stakeholders of the Institution. So we have made known the Vision and Mission to all of them through planned event.

The managing committee, principal, faculty members, and administrative staff work together to plan and execute activities in alignment with the institution's vision and mission. They incorporate these elements into various programs and work together to ensure successful implementation.

Vision and Mission can be accomplished through the following ways:

1. **Communication Channels**: The institution uses multiple channels (induction meets, parents meet, College website, student teachers' handbook, information bulletins, and display boards) to effectively communicate its vision and mission to stakeholders. All academic and non-academic activities are aligned with the institution's vision and mission to achieve its goals.
2. **Governance Structure**: The institution's governance promotes effective leadership and participation, aligning with the vision. Staff and students actively participate in committees, showcasing collaboration.
3. **Social Responsibility**: The institution emphasizes extending its resources for societal betterment.
4. **Annual Perspective Plan**: A perspective plan is prepared annually under the leadership of IQAC to achieve the institution's goals. This plan is communicated through various means such as orientation programs, the website, academic calendar, handbook, and notices.
5. **Initiatives Reflecting Vision and Mission**: The college undertakes various initiatives that reflect its vision and mission, including:
   - ICT integration in the teaching-learning process.
   - Bridge courses.
   - Training programs for teachers and staff.
   - Expert talks.
   - Value-added courses.
   - Extension activities.
   - Eco-friendly campus initiatives.
   - Collaborative activities with various agencies.
6. **Integration into Governance and Decision-Making**: The institution's approach integrates its vision, mission, and values into governance, strategic plans, and teacher involvement in decision-making.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The institutional structure of the college adheres to the principle of decentralization. The Muslim Cultural Trust serves as the governing body, with a Chairman appointed by the management to ensure the smooth operation of the college. The college managing council convenes quarterly to make decisions regarding institutional development. This council includes the principal, teaching, and non-teaching representatives. Under the management's direction, the principal functions as the executive head for both academic and administrative tasks. The educational and administrative bodies, such as the staff council and the Internal Quality Assurance Cell (IQAC), also participate in decision-making related to the college's operations.

The institution has a well-organized system that promotes participative management, achieved through effective organization, implementation, and evaluation by various academic and administrative bodies. These bodies coordinate all curricular and co-curricular activities in consultation with statutory and non-statutory authorities, the IQAC coordinator, and the principal. Furthermore, decentralization extends to activity-specific coordinators. In addition to statutory positions like Staff Secretary, Staff Advisor, Returning Officer for Union Elections, Staff Editor, Women Cell Convener, PTA President, and General Secretary, the institution has special coordinators for most academic and non-academic activities.

The Examination and Evaluation Coordinator ensures the smooth conduct of university and internal exams. The Internship Coordinator manages all aspects of school/college internships across various semesters of the B.Ed. programs. A dedicated coordinator oversees pre-practice teaching practicals, including discussion sessions, demonstration sessions, and criticism sessions. The Enhancing Professional Competencies (EPC). Coordinator ensures the smooth conduct of all practicals under EPC. The convenor of Fine Arts and Celebrations organizes fine arts events and fosters students' artistic talents. The Coordinator of Field Works arranges community outreach activities, and the SUPW (Socially Useful Productive Work) Coordinator organizes workshops. The Director of Extension Activities works to create socially responsible citizens and connects the institution with the community. The School Adoption Project Coordinator designs and implements projects in the adopted school.

Beyond the usual committees and departments, the college has an evaluation and monitoring committee to oversee the evaluation system and ensure its objectivity, resolving any disputes over internal marks. The media cell systematically documents all college events, while the timetable committee schedules various programs to avoid conflicts. The uniform committee, which includes student representatives, decides on and procures the college uniform.

The college office operates in alignment with the decentralized structure all stakeholders adopt. Duties and responsibilities are distributed to foster a democratic approach to task completion. The Junior Superintendent oversees the administrative staff's work. In all these aspects, Farook Training College practices decentralization and participative management.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The college maintains transparency in its financial academic and administrative functions.

Financial Transparency

All financial transactions at the college are conducted transparently. Each financial year, the principal prepares a budget and submits it to the management for approval. Funds allocated under various categories are used systematically, and expenditures from student-collected funds are clearly explained to both students and parents. Receipts are issued for any funds received from students, and all transactions are recorded in cash books, which the principal regularly verifies.

A registered chartered accountant audits the annual financial statement, ensuring accuracy and compliance. To oversee financial transactions, the college employs an internal auditing system managed by the institution and an external audit conducted by the government. The management has established an audit committee to review the college's financial dealings. Additionally, an auditing team from the office of the Deputy Director of Collegiate Education in audits the government accounts. Any audit objections raised are promptly addressed and rectified. The income-expenditure statements for PTA and Alumni funds are presented annually at their respective meetings.

Academic Transparency

The course curriculum and academic calendar are provided to students, enabling them to track the timely completion of curricular activities. Answer sheets from internal examinations and assignments are thoroughly evaluated and returned to students for review. Feedback on various practical activities is given promptly. Internal marks are awarded fairly and distributed to students for verification before being submitted to the university.

Administrative Transparency

Student admissions are conducted through the centralized allotment process of Calicut University.

College rules and regulations are provided to students via the handbook and website. The grievance redressal cell and internal compliance committee are available to address grievances from students and teachers, working to resolve issues promptly.

The staff council and IQAC oversee the college's academic and administrative functions. Decisions regarding various programs are discussed and finalized in the staff council before implementation, with input from the students' council playing a significant role in activities. Teachers maintain a diary detailing their monthly, academic and administrative activities, which is monitored by the IQAC. The IQAC conducts an annual academic, and administrative audit to provide direction for improving the institution's quality. The IQAC and staff council ensure the timely and effective implementation of various activities in the college and offer necessary suggestions.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

MCT Training College has developed a comprehensive five-year strategic plan (2022-2026) that focuses on restructuring infrastructure, integrating advanced ICT facilities, and promoting social extension activities. The plan emphasizes the importance of modernizing the college's operations and enhancing the educational experience through digital transformation. Central to this strategy is the ICT Integration Project, which aims to leverage digital technologies to improve teaching, learning, administration, and communication within the college.

One of the key aspects of the plan is the integration of digital learning resources, such as online libraries, research databases, and e-books. These resources are crucial for supporting both teaching and learning by providing access to a wealth of information. With AI-assisted tools, the college is helping to democratize education, ensuring that students, even in remote or under-resourced areas, can access high-quality learning materials. This aligns with the college's vision of bridging educational gaps and promoting inclusivity.

The ICT Integration Project is designed to create a more engaging and interactive learning environment. By utilizing digital tools, such as e-learning platforms, digital libraries, and multimedia resources, the college aims to cater to diverse learning styles and needs. This project not only enhances educational experiences but also streamlines administrative processes. Digital systems for managing student records,

scheduling, and communication reduce paperwork, minimize errors, and improve data management, leading to greater operational efficiency.

Another significant focus of the ICT Integration Project is improving communication within the college community. Tools like email, instant messaging, and virtual meeting platforms have been implemented to facilitate timely and effective communication among students, faculty, and staff. These digital communication tools help create a more connected and cohesive academic environment.

In addition to infrastructure and communication improvements, the project prioritizes equipping students and staff with essential digital skills. Through training programs and workshops, the college ensures that all members of the community can effectively use ICT tools and resources. This focus on digital literacy is crucial for preparing students for the demands of the modern workforce, where technological proficiency is increasingly important.

To support the successful implementation of the ICT Integration Project, the college has established a robust IT infrastructure. This includes high-speed internet connectivity, computer labs, and smart classrooms equipped with the latest technology. Ensuring reliable hardware and software support is essential for maintaining the effectiveness of the project.

The college has also adopted various educational software and tools, such as online collaboration platforms, and digital assessment tools. These platforms support a wide range of academic activities, from course management to online assessments, further enhancing the teaching and learning experience.

Continuous professional development for faculty and staff is another critical component of the plan. The college provides comprehensive training programs to ensure that educators are well-equipped to integrate ICT into their teaching practices. This ongoing support helps faculty stay updated with the latest technological advancements and effectively incorporate them into the classroom.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The decentralized approach in institutional management ensures a tailored focus on unique needs and goals, promoting smoother operations. Day-to-day administrative matters are overseen by the Secretary, representing the Managing Committee, while the Principal leads academic and administrative coordination on campus. The Internal Quality Assurance Cell (IQAC) enhances institutional quality through various improvement activities. Regular monthly staff council meetings facilitate planning, implementation, and evaluation of academic activities. Committees and cells within the college work collaboratively under the staff council's guidance. A diverse range of statutory and non-statutory bodies, along with various committees, support the Principal in administration, ensuring informed, participatory, and goal-aligned decision-making.

The effectiveness of institutional bodies is evident through well-defined policies, a robust administrative setup, transparent appointment and service rules, and established procedures. Regular communication, consultation, and structured planning via staff council meetings and committees foster a cohesive and dynamic institutional environment.

Well-crafted policies provide a framework for decision-making and set standards for behaviour and operations, covering all aspects of the institution's functioning. Policies should be addressing academic, administrative, financial, and conduct aspects, Reflecting current laws, technological advancements, and educational best practices, developed with input from faculty, staff, students, and administrators to address community needs and concerns, easily accessible through digital platforms for regular updates and reference.

A clear organizational structure delineates roles, responsibilities, and reporting lines, reducing confusion and enhancing accountability. Effective management systems, such as ERP (Enterprise Resource Planning), streamline tasks like admissions, scheduling, finance, and HR management. Empowering departments and individuals to make decisions within their scope enhances operational efficiency, supported by accountability mechanisms. Administrative support services, including IT support, facilities management, and student services, ensure infrastructure and resources are well-maintained.

Transparent and fair appointment and service rules attract and retain qualified personnel; Based on

qualifications, experience, and competencies.Covering roles, responsibilities, performance expectations, evaluation criteria, promotion pathways, and grievance redressal mechanisms. Clear rules ensure employees understand their expectations and benefits. Opportunities for continuous skill enhancement and career growth, contributing to higher job satisfaction and retention rates.

Streamlined essential procedures exhibit ensuring consistency and efficiency in routine tasks, reducing errors and improving quality. Minimizing bureaucratic red tape to enhance productivity and reduce frustration. Leveraging technology for routine tasks like attendance tracking, fee collection, and record-keeping, saving time and reducing human error. Regular feedback helps identify bottlenecks and areas for improvement, ensuring procedures remain effective and user-friendly.

The institution adheres to the rules and regulations of the Kerala government, UGC, NCTE, and the University of Calicut for academic and service rules for both teaching and administrative staff. Recruitment follows these regulations strictly, ensuring compliance and quality in staffing. Continuous evaluation and improvement of policies, administrative setups, appointment rules, and procedures ensure the institution's effective and efficient functioning, adapting to changing needs and challenges while maintaining high standards.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

All the cells and bodies functioning in the college take decisions by convening meetings, maintains the minutes of the same and implementing their decisions effectively. one such project implemented based on the decision of IQAC and staff council is described below.

ICT Integrated Education

The College IQAC has implemented an ambitious personalized learning concept that engages student teachers through both online and offline modes, focusing on techno-pedagogical aspects of instruction. The college IQAC Coordinator has used IT platform for strategic planning, execution, and monitoring of educational delivery. This system provides in-depth visibility into academic processes, enabling effective observation and control over education delivery.

- The used IT platforms like Jamboard, Miro, Mural facilitate interactive brainstorming sessions, visual collaboration, and digital note-taking.
- Google Forms, Microsoft Forms, Kahoot are used to conduct online quizzes, polls, and surveys, and provide immediate feedback to students.
- ChatGPT, Grammarly, Socratic by Google used as writing assistance, and assignment help using AI.
- DELL-NET is used which help teachers and students to curate digital content, manage references, and create resource collections.
- Library automation and fixed IP addresses facilitate remote access to library resources. Examinations, research proposal presentations, FDP programs, and club activities are conducted in both online and offline formats, with surveillance cameras installed in examination halls for security.
- Canva, Adobe Spark, Microsoft Sway used students and teachers to create visually appealing presentations, infographics, and videos.
- Zoom, Google Meet are used to facilitate real-time online teaching, virtual discussions, and remote collaboration.

The IT club promotes digital skills development among teacher educators and student teachers. A workshop on digital lesson planning,e-content development, preparation of e-text , prepare TLM usin AI was held, and a digital lounge group was created for students. Awareness programs on MOOCs and e-content development, including platforms like e-paadhashaala and SWAYAM/SWAYAM Prabha, have been provided.

Our institution is renowned for its quality education in the teacher education sector. The principal encourages the use of innovative techniques such as cooperative learning, e-learning, and ICT-enabled learning. Expertise is further enhanced by inviting personnel from other departments to deliver lectures. Students are trained to effectively use computers, LCDs, smart and interactive TV and other audiovisual aids, and B.Ed. students benefit from ICT-enabled classrooms and a computer lab.

The college's mission is to prepare student-teachers for the challenges of the new millennium. To achieve this, the institution embraces techno-pedagogical innovations, allowing students to use LCD projectors for seminar presentations and facilitating e-learning and self-learning opportunities.

Teacher educators employ innovative methods and multimedia approaches, including interactive boards and LCDs, in daily lectures and activities. The institution offers open-access library facilities, and both the library and office are automated. Internet facilities and the college website provide information about the institution, and any needs for the latest technologies are communicated to the College Development Committee to enhance the teaching-learning process.

The institution is committed to using innovative teaching methods such as experiential learning, cooperative learning, various teaching models, seminars, workshops, and supervised study through a blended learning approach. Programs and competitions conducted by various cells are also available online, with e-magazines published by clubs.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Faculty Empowerment Strategies

Empowering faculty members is crucial for fostering innovation and enhancing academic quality in colleges. Key strategies include offering professional development opportunities, such as workshops, seminars, and conferences, enabling faculty to enhance their skills and stay updated with the latest advancements in their fields. Mentoring programs and peer collaboration can also provide valuable support, encouraging knowledge-sharing and teamwork.

Providing faculty with autonomy in curriculum design and decision-making allows them to tailor their teaching methods to better meet student needs. Offering grants and sabbatical opportunities encourages faculty to pursue scholarly activities, further boosting their expertise.

A supportive and inclusive work environment that values diversity and open communication can improve job satisfaction and motivation. Regular feedback mechanisms from students and self appraising help to acknowledge improve performance.

Lastly, ensuring access to modern resources and technology, as well as maintaining manageable workloads, allows faculty to focus more on student engagement and professional growth. Empowering faculty ultimately leads to a more dynamic and progressive academic environment, benefiting both educators and students.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document]()
Income Expenditure statement highlighting the financial support to teachers	[View Document]()
E-copy of letter/s indicating financial assistance to teachers	[View Document]()
Data as per Data Template	[View Document]()
Certificate of participation for the claim	[View Document]()
Certificate of membership	[View Document]()
Any additional information	[View Document]()
Link for additional information	[View Document]()

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 68

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	12	12	13

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 100

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance appraisal is a key component of the institution's framework. All teacher-educators, non-teaching staff, and activities are evaluated through appropriate mechanisms to ensure that the institution meets its goals and objectives. The institution fosters a continuous feedback system to gather valuable

insights, which are utilized constructively to enhance practices and initiatives. Feedback is collected at the end of the year through forms from student teachers regarding the performance of both non-teaching staff and teacher-educators, and from practice teaching schools about the student teachers. This feedback is analyzed and discussed informally with the management and staff committees. Casual conversations with student teachers also help assess the effectiveness of institutional activities. The Principal and management then take necessary steps to improve the institution's functioning.

The evaluation process includes:

Performance Management System: The institution implements an effective performance management system aligned with the appraisal scheme recommended by UGC/NCTE to efficiently manage the organization.

Self-Appraisal by Teacher-Educators: Teacher-educators conduct a self-appraisal at the end of the academic year using a questionnaire. They reflect on their performance and respond objectively. The results are analysed and compared with the principal's appraisal.

Student Feedback: Teacher-educators are also appraised from the perspective of the students. The principal conducts termly reviews and collects feedback through questionnaires, which assess aspects such as content delivery, communication skills, class interaction, methodology, guidance and counselling, and the teacher-educator's overall attitude.

Principal's Appraisal: The principal evaluates teacher-educators based on continuous observation, monitoring of their results, involvement in research, seminars, workshops, and general guidance. Feedback from students is also considered, and individual feedback is provided to help improve performance and professionalism. Additionally, students can raise concerns through the grievance redressal forum.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

MCT Training College, Melmuri, Malappuram conducts audits following auditing standards insisted on by the Government of Kerala. The college has a transparent financial management system. There are procedures for sanctioning expenditures and submission of expense statements of all college activities. Permission is secured from the principal for all upcoming expenses which is submitted before the Head Accountant for the release of funds. After the conduction of a program, documentary evidence in the form of invoices, vouchers or receipts duly compiled in the form of expense statements is submitted for approval from concerned departments and the Governing body of the College. The bank passbook is updated every month... All Utilization Certificates to various grants-giving agencies are also countersigned by the Chartered Accountant.

Internal Audits focus on measuring current performance and finding areas for improvement. External audits focus on proving the accuracy and veracity of financial statements. So educational institutions need to be audited by a Chartered Accountant.

The financial audit is conducted annually at different levels;

· Internal Audit by management of the Institution.

· Internal Audit by Chartered Accountant.

· Government Audit by Collegiate Education Directorate, Govt. of Kerala

 · UGC: The account will be settled and an audited statement will be submitted to UGC for the utilization of grants/aids for the respective plan period.

Internal Audit :

 Internal audit is conducted by the internal auditor of the institution. It is mainly a pre-audit of major receipts and payments and concurrent/post-audit of all other receipts and payments. A proper record of all expenses is maintained and is audited by the internal auditor regularly. The internal audit is carried out every quarter by an independent chartered accountant. The internal auditor verifies the supporting documents involving examination of vouchers, bill payments, quotations and approval from the Management.

 External Audit :

External auditing is conducted by the Deputy Directorate of Education, Kozhokode. The external audit is conducted at regular intervals. Audit may take 2-3 days.. The Annual financial audit of MCT Training College, Melmuri, Malappuram is carried out by a duly qualified Chartered Accountant. He examines all financial records and statements through periodical visits. The auditing involves careful scrutiny of the balance sheet of the college along with receipts and payments for the respective year. Any queries, questions or objections raised by auditors are promptly dealt with and addressed. Periodic evaluation being done by the PTA about the functions of the college regarding academic and non-academic activities. Expenses met for Network accessories, Infrastructure development, Internal and Practical examinations, demonstration classes, Community Living camps, Out sourcing etc are met by management. Thus, Regular auditing by management and government is conducted in our college for

financial support and advice for the academic and administrative betterment.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in

place.

Response:

MCT Training College is run by a non-profit organization for the academic and social upliftment of the students of the backward Malabar area of Kerala state. The sole aim of the trust is to serve society with the intention of fulfilling social responsibility and hence seek godly reward. Any monetary benefits or social privileges are not a matter of concern of the trust. So it's insistent for the Managing committee to keep the mobilization of funds more transparent and to ensure funds are utilized optimal. MCT Training College has a firm resource mobilization policy and a very transparent system of fund management.

Being an unaided college, our major sources of finance are;

- Admission fee
- FD Interest
- Bank interest
- Interest on IT refund
- Library fine
- Tuition fee
- EPF Return back

The decentralized administrative system, comprising the Managing Committee, Principal, and various committees and wings of the Institution, collaboratively strives to mobilize and optimally utilize funds. Each wing involved in fund mobilization and expenditure ensures the highest levels of care and transparency in all activities. The resource mobilization policy aligns with the institution's vision and mission, emphasizing accountability and transparency. All internal financial transactions are subjected to an annual financial audit. Oversight extends from the parent body to the lowest administrative levels. Funds are utilized in accordance with project proposals and the regulations of sponsoring agencies, as well as state and central government guidelines, when applicable. Contributions from the Managing Committee primarily support infrastructural development and daily operational expenses. The Managing Committee Secretary's account undergoes an audit each April. Financial assistance from the PTA, if provided, is directed toward student welfare. Contributions from the Alumni Association support the institution's basic needs, alumni empowerment, and the welfare of alumni in need. Additionally, various endowment awards are granted to outstanding B.Ed. students. Account management and sanctioned payments are audited both internally and externally by agencies appointed by the Managing Committee, the Deputy Director of Collegiate Education, and the Accountant General. Through this comprehensive approach, the institution effectively mobilizes and utilizes resources at an optimal level.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The Internal Quality Assurance Cell (IQAC) plays a vital role in promoting a culture of continuous quality improvement across all aspects of the institution. By aligning its efforts with the college's vision and mission, the IQAC ensures a holistic approach to academic excellence and institutional development. Each year, the IQAC develops a strategic perspective plan that outlines its key initiatives, with a focus on enhancing both academic and administrative processes. Some of its notable achievements include the successful digitization of these processes and the expansion of extension activities to strengthen community engagement.

Throughout the assessment period, the IQAC has introduced various initiatives aimed at improving the quality of curricular, co-curricular, and extracurricular activities. It has also prioritized the professional growth of teachers by creating numerous opportunities for their development. A Performance Appraisal system, overseen by the IQAC, is in place to collect and assess data on teachers' academic and professional achievements. This system is used annually to guide improvements in teaching practices and inform institutional strategies.

Feedback mechanisms have been implemented to gather insights from various stakeholders, including students, parents, employers, alumni, internship school principals, and teacher educators. The input received is carefully analyzed and used to inform future planning, ensuring that the institution consistently meets the evolving needs of its community. In addition, the IQAC has made significant strides in enhancing the teaching-learning and evaluation process by promoting effective curriculum delivery and integrating ICT tools into daily teaching practices.

To further this commitment, the IQAC has spearheaded the organization of seminars, workshops, conferences, and administrative training programs. These events, focused on quality enhancement, innovative teaching methodologies, and assessment practices, help foster a culture of quality within the institution. Faculty development programs are regularly organized to improve teaching skills, encourage research, and support professional development, ultimately benefiting both teachers and students.

The IQAC also oversees the implementation of student feedback mechanisms, which collect valuable insights into the quality of education, infrastructure, and support services. In addition, internal audits and reviews are conducted to identify areas for improvement, while the college actively participates in external assessments to benchmark its performance against national and international standards.

A key element of the college's quality assurance efforts is its engagement in global observances and community outreach programs. From celebrating World Environment Day to conducting anti-drug campaigns in collaboration with organizations like the Palliative Care Charitable Society, the college plays an active role in environmental and social development initiatives.

On the academic front, the institution hosts a wide range of workshops and seminars, covering topics like research methodologies and ICT tools, aimed at fostering intellectual growth among faculty and students. Cultural programs and competitions further enrich the learning environment, promoting creativity and artistic expression. Regular audits and assessments help evaluate the effectiveness of these initiatives, and stakeholder feedback is used to make necessary improvements, ensuring the institution continues to thrive in its pursuit of academic and administrative excellence.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

MCT Training College, Malappuram adopts a robust and systematic approach to periodically review its teaching-learning process, utilizing various mechanisms, including the Internal Quality Assurance Cell (IQAC). This process involves key steps designed to ensure continuous enhancement of teaching and learning quality, in alignment with the institution's commitment to academic excellence.

First, the institution establishes a comprehensive evaluation framework that outlines clear criteria for assessment, including curriculum design, teaching methods, assessment strategies, and student engagement. This framework serves as the foundation for subsequent steps in the review process.

Next, a schedule is developed for periodic evaluations. These evaluations may involve gathering feedback from students through surveys, focus groups, or interviews, as well as conducting classroom observations to assess the effectiveness of teaching methodologies. This structured approach ensures a thorough assessment of the teaching-learning process.

The institution then compiles and analyses the feedback received from students and other stakeholders. This feedback is critical in pinpointing areas for improvement and evaluating the effectiveness of teaching and learning practices. It also helps identify best practices that can be implemented across the institution.

Based on the feedback analysis, the institution takes proactive steps to address identified deficiencies. This may include curriculum revisions, faculty development programs, or enhanced student support services. These actions reflect the institution's dedication to continuous improvement and adaptability to evolving educational needs.

The IQAC plays a pivotal role in monitoring, evaluating, and contributing to the teaching-learning process. Regular academic audits are conducted to ensure the effective implementation of teaching practices and the proper maintenance of course files. The IQAC also reviews internal test analyses and question papers, provides special attention to academically weak and differently-abled students, and identifies new processes or methods for enhancing quality.

Moreover, the IQAC actively seeks feedback from stakeholders, including students, alumni, industry experts, and parents, ensuring that the institution considers diverse perspectives in its evaluation and improvement efforts. In addition to the IQAC's involvement, the institution introduces teaching-learning reforms, such as inviting eminent academicians and industry experts to deliver lectures on advanced topics. The use of emerging technologies is encouraged through semester-wise mini projects, IT workshops, and digital lesson plans.

Faculty development is a top priority, supported by workshops, orientation programs, seminars, and conferences. In summary, MCT Training College's periodic review of the teaching-learning process is meticulous and inclusive, driven by careful evaluation, stakeholder feedback, and proactive measures for continuous improvement. The institution's commitment to excellence is evident through its structured approach and the active involvement of the IQAC in fostering positive changes within the educational landscape.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 101.2

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
102	102	101	100	101

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Digital Learning and e-Governance Initiatives:

In the rapidly evolving educational landscape, MCT Training College has implemented significant measures to integrate technology into learning and governance, creating a transformative experience for both students and faculty. These initiatives reflect the institution's dedication to educational innovation, resulting in greater accessibility, efficiency, and improved learning outcomes.

e-Governance:

MCT Training College has embraced e-Governance to streamline administrative processes, enhancing transparency, efficiency, and accountability. By automating key functions such as admissions, fee payments, and examination management, the college has greatly improved its operational efficiency. These e-Governance efforts facilitate smooth communication between departments, minimizing bureaucratic delays and increasing overall productivity. The online admission process reduces paperwork, benefiting both students and administrative staff, while automated examination management ensures accurate record-keeping and timely results. A standout feature is the implementation of a system for creating admission files and issuing transfer certificates (TCs), adding further efficiency to administrative operations.

ICT Initiatives:

The college has also embraced Information and Communication Technology (ICT) to enhance its digital presence and optimize the learning experience. Key initiatives include:

Office Automation and Smart Login: Simplifying administrative tasks for teachers and providing students with easy access to academic information.

Blogs and Online Resources: Establishing blogs such as edu-Blogs and IT Club offering additional resources and updates.

Social Media Presence: Actively engaging with the community through various social media platforms, fostering communication and collaboration.

Club-specific Online Platforms: Creating dedicated online spaces for various clubs and associations, promoting specialized activities and information.

Additionally, the digitization of library resources has modernized the library system, offering remote access to academic materials, encouraging research, and supporting self-directed learning.

Teaching-Learning Enhancement Initiatives:

MCT Training College's commitment to quality education is demonstrated through its Teaching-Learning Enhancement Initiatives, which focus on innovation, improved pedagogical practices, and holistic student development.

Pedagogical Innovation: The college has revamped its curriculum to emphasize interdisciplinary learning, industry relevance, and skill development. Innovative teaching methods such as active learning, project-based assessments, and flipped classrooms create a dynamic and engaging learning environment. A mentoring system provides personalized guidance, fostering a supportive atmosphere for students.

Assessment and Feedback Mechanisms: The college utilizes innovative assessment techniques, including presentations, group projects, and practical demonstrations that mirror real-world scenarios. A strong feedback mechanism ensures continuous dialogue between students and faculty, refining teaching methods for a responsive and student-centered learning environment.

Skill Development and Industry Interface: The college prioritizes employability by integrating skill development programs, workshops, and industry interactions into the curriculum. Guest lectures, internships, and industrial visits expose students to real-world applications, while the Career Guidance and Placement Cell supports smooth transitions to employment through training and industry collaborations.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

The institution has articulated a robust energy policy aimed at streamlining energy conservation efforts and promoting the use of alternative energy sources to meet its power requirements.

As a teacher education college specializing in B.Ed. programs for approximately 100 students, our dedication to fostering sustainability is unwavering. We have implemented various initiatives to enhance energy security and efficiency, while concurrently reducing pollution. Here are some of the key endeavours:

1. **Implementation of Energy-Efficient Equipment**: We have initiated our energy-saving journey by systematically replacing outdated filament bulbs with energy-efficient CFL bulbs, tube lights, and low-energy fans. Furthermore, we've invested in rewiring our buildings to eliminate energy leaks and ensure safety and sustainability. The campus benefits from strategically designed windows that maximize natural daylight, reducing the reliance on artificial lighting. Many classrooms and faculty rooms feature large windows. To harness natural daylight effectively, the institution has painted its walls with light colors, reducing the need for artificial lighting during daylight hours.

2. **Rigorous Monitoring of Energy Consumption**: The college has adopted a structured approach to monitor energy usage, with dedicated staff overseeing the utilization of electrical devices. Additionally, students receive regular education and awareness sessions from faculty regarding the importance of energy conservation. All students are encouraged to take ownership of turning off lights and electronic devices when not in use, supported by informative display boards in every room. The institution places significant emphasis on the maintenance of electrical equipment, with routine servicing conducted by electricians. The institution does routine maintenance on its UPS, printers, and photocopiers to help avoid unnecessary energy waste

3. **Exploration of Alternative Energy Sources**: We prioritize the exploration of alternative energy sources and provide a platform for students to propose and undertake energy conservation and renewable energy projects. A faculty member from the science discipline leads these initiatives, as per directives from the relevant authorities. Moreover, we've acquired solar lamps to fulfill specific program energy needs, such as residential community living camps.

- **Embracing Solar Power**: Solar energy forms a pivotal aspect of our commitment to a sustainable and clean energy future. The college has proudly installed a 600W solar light , representing a significant step toward minimizing energy consumption.
- **Biogas system**: A biogas system has been installed, generating energy for cooking purposes. This environmentally friendly energy source has notably reduced the consumption of

conventional cooking gas.

Forward-Thinking Energy Policy: As an institute dedicated to preparing future teachers for secondary and higher secondary levels, we have formulated an energy policy with a forward-thinking perspective. This policy aims to equip our students with the knowledge and skills necessary to efficiently conserve energy throughout their lives and impart this essential message to the students they will teach in their academic careers.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The institution maintains a clearly defined policy and procedural framework for the effective implementation of waste management practices.

Committed to environmental stewardship, the college prioritizes sustainable waste management through its Waste Management Policy. This policy aims to foster a safe, healthy, and eco-friendly environment for all stakeholders and visitors. Guided by four fundamental principles, the College's Waste Management Policy focuses on promoting environmental awareness, reducing waste generation and pollution, implementing mitigation strategies, and advocating for green practices and sustainable development.

Solid Waste Management: The college has adopted a comprehensive approach to waste management, incorporating advanced techniques such as source segregation. Designated collection points facilitate the separation of biodegradable, non-biodegradable, and e-waste materials. In collaboration with the Municipality, a vermicomposting unit has been installed to convert garden waste and wash basin residue into nutrient-rich compost. Additionally, A biogas plant is constructed to manages food waste efficiently, supported by a structured duty roster assigning specific waste management responsibilities to each class. Plastic waste reduction initiatives include the creation of official WhatsApp groups for students and staff to foster communication and sustainable development initiatives.

Management of Non-Biodegradable Waste: Collaborative efforts with scrap dealers facilitate responsible disposal and recycling of non-biodegradable items such as bottles, cans, plastics, glassware, and tins. Partnership with the **'Haritha Karmasena'** further enhances waste management endeavors. Students pledge to maintain a plastic waste-free campus annually, while transitions to reusable glasses and cloth bags are encouraged to reduce single-use disposable items. Flex boards are replaced by digital display boards, and steel food containers are advocated over plastic plates. Campus-wide green protocols are promoted through informative display boards, with innovative nature club-led initiatives aimed at further reducing plastic waste.

By adhering to these comprehensive waste management strategies, the institution remains dedicated to fostering a sustainable campus environment and promoting responsible environmental practices among its community members.

Liquid Waste Management: Efforts are made to repurpose water from handwashing areas for plant irrigation, while wastewater from washrooms is directed into designated pits specially constructed in the ground.

E-waste Management: To mitigate e-waste, we advocate for a buy-back policy for electronic gadgets. Outdated or surplus electronic and audio-visual equipment are displayed in a designated heritage corner.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional link	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Maintaining Cleanliness: Our institution is committed to maintaining a clean and healthy campus environment. Teachers take turns leading a cleaning committee that efficiently assigns daily cleaning

tasks, ensuring that the work is done systematically every day. Water purifiers have been installed to provide access to safe drinking water. The rooms have big windows that let in plenty of fresh air. The college makes arrangements to clean tank regularly to keep the water clean. The Principal provides instructions during morning assemblies to encourage everyone to save paper and water, and reduce food wastage. The hard work of the support staff is acknowledged, which boosts their morale. Students are educated on proper bin usage. Additionally, regular instructions are given to the support staff in the college to separate degradable waste from non-degradable waste. Augmenting our environmental consciousness, students are trained in personal hygiene practices with a focus on cleanliness of hair, body, hands, feet, and clothing, as well as menstrual hygiene.

Sanitation: The institution ensures a 24/7 water supply for washrooms. They are regularly cleaned and disinfected, and essential toiletries are always available. Bins for disposable items are provided and emptied daily. Incinerators are provided for napkin disposal. There are separate restrooms for girls and boys. Separate washroom facilities are provided for staff and students, as well as for male and female students. Moreover, various club activities promote good hygiene by displaying posters and banners, which have a positive influence on students' behaviour.

Green cover: Our college campus is an eco-friendly campus. The institution takes great pride in its commitment to create a green campus. The college maintains a beautiful garden with native plants. Indoor plants are also maintained. There is a vegetable garden in our campus. To create a green campus, numerous plants and trees are planted around the campus. Central to our green initiatives is the Nature Club, serving as a driving force behind a diverse array of activities within and beyond campus boundaries.

Pollution-free environment: The College uses biogas to meet some of our energy needs. Encouraging incinerator use for napkin disposal helps us reduce plastic pollution. college focuses on planting trees to create a cleaner environment. A significant milestone in our sustainability journey was the official designation of the college as plastic-free, accompanied by a series of proactive measures to curtail plastic usage on campus. Initiatives include the substitution of disposable cups with reusable steel glasses, advocacy for cloth college bags, and discouragement of flex board usage in favour of digital display boards during seminars and conferences, all aligned with our commitment to reducing environmental footprint.

The provision of college buses from strategic locations and the establishment of pedestrian-friendly pathways within the campus underscore our dedication to sustainable mobility solutions.

Moreover, students spearhead weekly "eco talk" sessions in natural settings, facilitating informal discussions and advocacy for eco-friendly perspectives. Continuous monitoring of water, soil, and air quality, guided by expert input, further underscores our commitment to holistic environmental stewardship.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 1.49

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0.38	0.51	0.42	0.27

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

By leveraging the local environment, utilizing locational knowledge, and integrating community practices, a teacher education college can prepare educators who are not only proficient in their subject matter but also deeply attuned to the local context. This approach enables teachers to forge meaningful connections between education and the community they serve.

COMMUNITY PRACTICES AND CHALLENGES, WE HAVE UNDERTAKEN:

Our college is consistently committed to extending support to the underprivileged members of the community.

- **Pratheeksha Buds School in Valluvambram,** provide financial assistance, resources, and volunteer support to aid the school's activities.
- **Asha Bhavan in Vellimadukunnu,** comprehensive support provided to underprivileged individuals.
- **CH Center Varangod,** provided financial assistance
- **BRC School, Attappadi,** provided financial assistance for the educational requirements.
- **Centre for the Blind in Keezhuparamba,** our college provides food, clothing, and financial assistance to the Centre for the Blind.

- Our college consistently provides financial and emotional support to students in need.

TO LEVERAGE THE LOCAL ENVIRONMENT AND UTILIZE OUR GEOGRAPHIC KNOWLEDGE

We organized visits to several notable locations near our college. These excursions aimed to enhance environmental awareness and broaden our students' perspectives. We explored the **Nedunkayam Rainforest** to foster a deeper understanding of environmental conservation among children. At **Pookottor Gate**, we delved into its significant role in the Indian freedom struggle, particularly during the Malabar Rebellion. Our trip to **Kappad Beach**, renowned for its historical significance and natural beauty, provided a rich learning experience. **The Regional Science Centre and Planatarium** in Calicut sparked scientific curiosity in our students, while the **Anakkayam Agricultural Centre** offered insights into high-yield crop varieties and different seeds. We also visited **Thunchan Parambu** in Tirur. This visit offered valuable insights into the region's rich literary heritage and cultural legacy.

LOCATIONAL KNOWLEDGE AND RESOURCES

To enhance our exploration of local knowledge and resources, our college regularly invites distinguished resource persons and experts from the community. Each year, we have the privilege of hosting experts in various field

- NASA Gafoor, who generously shares his extensive experience and insights with our students.
- We also welcome Mr. Jithesh M., a dedicated higher secondary school teacher known for his willingness to impart his expertise in teaching methodologies during demonstration sessions.
- Mr. Fahad, Principal of Madin Higher Secondary School, contributes his valuable perspectives on educational leadership.
- Mr. Niyas Chola, a recipient of state and national awards for best teaching, consistently shares his expertise in creating effective learning aids and integrating music into education.
- Mr. Aslam C., devoted to social service, frequently visits our college to conduct classes on pain and palliative care.
- Dr. Mahmood Shihab, Principal of Ansar Training College, plays a crucial role in supporting ICT training at our institution, providing foundational guidance and support for our technology initiatives.

Our college regularly invites local experts to enrich our understanding of local culture and traditions. We also provide opportunities for talented individuals specializing in art and drama to showcase their skills, celebrating their expertise and contributions to the cultural landscape.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICE 1

E.F.E.C.T.I.V.E.

"**E**mpowering **F**uture **E**ducators **C**reating **T**omorrow's **I**nnovative **V**isionary **E**xperts"

CONTEXT:

At MCT College, we are dedicated to the holistic development of our teachers. We ensure that our graduates excel in every facet, aiming to cultivate educators who are creative, innovative, compassionate, environmentally conscious, socially committed, and technologically adept, ready to inspire and lead future generations.

OBJECTIVE:

1. **To cultivate a generation of innovative educators by fostering creativity through diverse teaching methodologies.**
2. **To cultivate socially committed educators who actively engage with and contribute to their communities.**
3. **To nurture environmentally conscious teacher educators who integrate sustainable practices and environmental awareness into their teaching methods.**
4. **To develop technologically adept teacher educators who are committed to continuously updating their technical skills and effectively integrating these advancements into their classroom practices.**

PRACTICES:

For fostering creativity:: Puppetry, Roleplay, Song, and Drama in Education, cultural activities

For socially committed Educators: Community Services, **Student-Led Initiatives, Team-Based Projects, Peer Tutoring**, reflections and discussions, day celebration

For Environmentally conscious teachers: Celebrate Environmentally Significant Days, Gardening, **Follow Sustainable Practices**, discussions on environmental issues.

For technologically adept teacher educators: orientation courses such as ICT in Education to empower educators in creating multimedia educational content.

IMPACT:

Enhanced educator competence, technological proficiency, practical experience, and environmental consciousness, preparing them for digital teaching and fostering community impact.

PROBLEMS:

Limited resources, resistance to change, time constraints, sustainability concerns, diverse trainee backgrounds, assessment methods, and technological barriers are encountered.

RESOURCES REQUIRED:

Financial support, technological infrastructure, educational materials, space, administrative aid, environmental resources, time commitment.

BEST PRACTICE 2 :

I.M.P.A.C.T.

Initiating **M**eaningful **P**rogress **A**nd **C**hange **T**ogether

CONTEXT:

At MCT college, we are dedicated to making a meaningful impact on underserved communities. Our outreach programs involve visiting these areas to understand their social and economic conditions first-hand, allowing us to address their unique challenges effectively. We also provide assistance to individuals with special needs, ensuring their requirements are met with empathy. Our college remains steadfast in its commitment to positively contributing to society, always ready to offer our best efforts to uplift and enrich those we serve.

OBJECTIVE:

- **Understand Social and Economic Conditions and Address Unique Challenges of social and cultural backward communities.**
- **Support Students During Their Needs:**
- **Assist Individuals with Special Needs**
- **Uplift and Enrich Communities**

PRACTICES:

MCT College has introduced the I.M.P.A.C.T. initiative to extend our service both to our students and the broader community. Social services under this initiative are organized into three key priority areas, with students assigned to each category. They carry out their responsibilities under the guidance of faculty members,

Students of MCT

Socially and culturally Backward Community

People with Special Needs

OUTCOME:

Our college enhances societal quality by promoting diverse initiatives that significantly impact student lives, fostering personal growth, social responsibility, and community engagement, thereby ensuring a positive and transformative educational experience.

PROBLEMS :

Financial constraint, lack of time, Challenges due to COVID-19, limited student availability, academic schedules, volunteer shortages affected service depth and effectiveness.

RESOURCES REQUIRED

Faculty involvement, funding for operations, relevant materials, community engagement,

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

School Adoption Project (C.A.R.E.: Community Assistance Resources Education)

MCT Training College, in line with its commitment to community service and realizing the objectives embedded in its vision and mission, has undertaken numerous long-term and short-term projects. Among these initiatives, one that stands out as a flagship project is the 'School Adoption Project. The college adopted the "Pratheeksha BUDS Special school" ,Valluvambram in 2018. This endeavor not only breathed new life into the children from profoundly disadvantaged backgrounds but also provided our

students with a practical platform to implement the theoretical knowledge they acquire in their classrooms.

Main objectives of our Project:

To create smiles and joy in the lives of special kids.

Every year, our college students visit Pratheeksha Special School to organize and perform cultural programs for the students. Entertaining special kids is crucial because it nurtures their creativity, builds their self-esteem, and fosters social skills.

Celebrating special moments with special kids

Celebrating special days with special kids is vital for their happiness and well-being. it's about creating joyful memories and fostering a sense of inclusion. Our students and teachers eagerly embrace the opportunity to celebrate special occasions with these kids. They bring delicious food and share meals together, creating a warm and inclusive atmosphere. This shared experience fosters a strong sense of community and joy, making these moments truly memorable for everyone involved.

To provide financial assistance for visiting various locations, enabling individuals to explore new places and experiences

MCT College provides financial assistance to Pratheeksha Buds School to facilitate their visit to Bangalore by covering flight expenses. We provide financial assistance to Pratheeksha Buds School to support their visit to Vibeland Family Pool and Park. For special kids, visiting new places and meeting new people can be profoundly enriching experiences.

To provide opportunities for our students to engage in social service activities that benefit special kids, thereby helping our students experience and understand the value of giving back.

Our students volunteered at a medical camp organized by Malappuram ITS Eye Care Hospital and Varankode MBH Hospital, dedicated to providing care for special kids. Participated in a rally with special kids to raise public awareness that they should not be confined to their homes but encouraged to engage fully in community life.

To provide financial assistance for academic support as well as for meeting their essential needs.

Our college provide books, pens, and colouring supplies for their academic work, as well as financial support for wheelchairs for those in need.

To provide opportunities for physical exercise and participation in sports activities

Engaging special kids in sports activities is crucial for their physical, emotional, and social development. Our college organized a one-day camp focused on physical exercise and football practice.Top of FormBottom of Form

Impact of the Project

The 'School Adoption Project' has significantly revitalized the adopted school by improving learning standards and infrastructure. The 'School Adoption Project' reflects our steadfast commitment to the community and our proactive approach in fulfilling the objectives outlined in our institution's vision and mission.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

M.C.T. Training College, located in Malappuram District Kerala State, stands as a prestigious institution in the field of teacher education. Established in 1995 under the guidance of the Muslim Cultural Trust, the college is renowned for its state-of-the-art facilities and commitment to quality education. The institution holds permanent recognition from the National Council for Teacher Education (NCTE), solidifying its standing as a leader in fostering future educators. Nestled amidst serene natural surroundings, the college offers a conducive learning environment for students.

The B.Ed. program at M.C.T. Training College provides a comprehensive academic support system. Students receive continuous mentoring, tutorials, and remedial classes, alongside regular workshops and seminars designed to enhance their pedagogical skills. The Career Guidance and Placement Cell offers students career counselling, mock interviews, and teacher recruitment drives, ensuring they are well-prepared for the job market. Additionally, financial assistance is extended to deserving students, ensuring that economic barriers do not hinder academic growth.

Institutional values at M.C.T. Training College focus on inclusivity, equity, environmental sustainability, and ethical practices. The college fosters an inclusive environment by supporting students from all backgrounds through scholarships and fee concessions. Sustainability is embedded in the curriculum through eco-friendly initiatives like tree-planting drives and resource conservation. Ethical integrity is also a cornerstone, with the institution maintaining grievance redressal mechanisms, anti-ragging policies, and initiatives like the Women's Cell to promote a safe, respectful atmosphere.

M.C.T. Training College integrates best practices such as ICT-based teaching, a mentoring system, reflective teaching methods, and community engagement programs. The School Adoption Program, where the college adopts an under-resourced school, exemplifies its commitment to societal development. The college also encourages action research among B.Ed. students, enabling them to address real classroom challenges through research-driven solutions.

Through various outreach activities, including literacy drives and environmental campaigns, the college nurtures socially responsible educators who contribute to community welfare. These efforts ensure that M.C.T. Training College produces well-rounded, reflective educators who are equipped to meet the needs of an ever-evolving educational landscape.

Concluding Remarks :

The B.Ed. program at MCT Training College reflects a comprehensive approach to teacher education, aiming to develop well-rounded, socially responsible, and competent educators. With its focus on blending theoretical knowledge with practical teaching experience, the program is well-equipped to meet the demands of contemporary education. The curriculum's integration of ICT, interdisciplinary courses, and community

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engagement fosters critical thinking and digital literacy among students, making them adaptable to the evolving educational landscape.

However, the college faces certain challenges, such as limited research opportunities and gaps in curriculum updates. Addressing faculty turnover and enhancing career guidance systems remain areas that need improvement to strengthen the academic and professional support provided to students. Despite these weaknesses, the college has a strong infrastructure, experienced faculty, and a commitment to environmental sustainability and inclusivity. These strengths, coupled with opportunities for growth in research, community outreach, and collaborations with external organizations, position the institution for future success.

By leveraging its established practices, like the mentoring system, ICT integration, and community outreach, the college can further enhance its contribution to society. Addressing its challenges through strategic planning and continuous improvement in curriculum, faculty development, and stakeholder engagement will enable MCT Training College to produce educators who can meet the complex needs of diverse classrooms and positively impact the broader educational system.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	98	98	98	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	97

Remark : As per the revised data and clarification received from HEI, based on that no. of enrolled students for value added course could not be more than total no of students so DVV input is recommended accordingly.

1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**

1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	98	98	98	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	97

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is

	recommended.
2.3.6	**Institution provides exposure to students about recent developments in the field of education through**
	1. Special lectures by experts
	2. 'Book reading' & discussion on it
	3. Discussion on recent policies & regulations
	4. Teacher presented seminars for benefit of teachers & students
	5. Use of media for various aspects of education
	6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**
	1. Formulating learning objectives
	2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

      Answer before DVV Verification : A. Any 8 or more of the above
      Answer After DVV Verification: C. Any 4 or 5 of the above
   Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.4.3	**Competency of effective communication is developed in students through several activities such as**

    1. **Workshop sessions for effective communication**
    2. **Simulated sessions for practicing communication in different situations**
    3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
    4. **Classroom teaching learning situations along with teacher and peer feedback**

      Answer before DVV Verification : A. All of the above
      Answer After DVV Verification: C. Any 2 of the above
   Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

    1. **Teacher made written tests essentially based on subject content**
    2. **Observation modes for individual and group activities**
    3. **Performance tests**
    4. **Oral assessment**
    5. **Rating Scales**

      Answer before DVV Verification : A. All of the above
      Answer After DVV Verification: B. Any 3 or 4 of the above
   Remark : As per the supporting documents provided by HEI, based on that DVV input is

	recommended.
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	1. Preparation of lesson plans
	2. Developing assessment tools for both online and offline learning
	3. Effective use of social media/learning apps/adaptive devices for learning
	4. Identifying and selecting/ developing online learning resources
	5. Evolving learning sequences (learning activities) for online as well as face to face situations
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**
	1. **Planning and scheduling academic, cultural and sports events in school**
	2. **Planning and execution of community related events**
	3. **Building teams and helping them to participate**
	4. **Involvement in preparatory arrangements**
	5. **Executing/conducting the event**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
2.4.10	**Nature of internee engagement during internship consists of**
	1. **Classroom teaching**
	2. **Mentoring**
	3. **Time-table preparation**
	4. **Student counseling**
	5. **PTA meetings**
	6. **Assessment of student learning – home assignments & tests**
	7. **Organizing academic and cultural events**
	8. **Maintaining documents**
	9. **Administrative responsibilities- experience/exposure**
	10. **Preparation of progress reports**
	Answer before DVV Verification : A. Any 8 or more of the above

	Answer After DVV Verification: B. Any 6 or 7 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**
	
	    1. **Self**
	    2. **Peers (fellow interns)**
	    3. **Teachers / School* Teachers**
	    4. **Principal / School* Principal**
	    5. **B.Ed Students / School* Students**
	
	(* 'Schools' to be read as "TEIs" for PG programmes)
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 2 or 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**
	
	    1. **Effectiveness in class room teaching**
	    2. **Competency acquired in evaluation process in schools**
	    3. **Involvement in various activities of schools**
	    4. **Regularity, initiative and commitment**
	    5. **Extent of job readiness**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**
	
	    1. **Display of internal assessment marks before the term end examination**
	    2. **Timely feedback on individual/group performance**
	    3. **Provision of improvement opportunities**
	    4. **Access to tutorial/remedial support**
	    5. **Provision of answering bilingually**
	
	    Answer before DVV Verification : A. Any 4 or more of the above
	    Answer After DVV Verification: B. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**
	1.Seed money for doctoral studies / research projects
	2. Granting study leave for research field work
	3. Undertaking appraisals of institutional functioning and documentation
	4. Facilitating research by providing organizational supports
	5. Organizing research circle / internal seminar / interactive session on research
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**
	1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
	2. **Encouragement to novel ideas**
	3. **Official approval and support for innovative try-outs**
	4. **Material and procedural supports**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**
	3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**
	Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	0

	Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
30	30	33	31	27 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
14	11	14	11	10	 Remark : As per the data and supporting documents provided by HEI, and only outreach activities to be considered, thus based on that DVV input is recommended.
3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
85	80	84	81	83 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
75	70	72	70	70	 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
10	6	9	7	9	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	6	6	7

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 25 Answer after DVV Verification: 18 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

3.4.3	**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes** 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
255170	1465571	155115	158148	365279

2022-23	2021-22	2020-21	2019-20	2018-19
5.35	1.89	0.34	2.11	1.83

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following**
	1. **e-journals**
	2. **e-Shodh Sindhu**
	3. **Shodhganga**
	4. **e-books**
	5. **Databases**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**
	1. **Relevant educational documents are obtained on a regular basis**
	2. **Documents are made available from other libraries on loan**
	3. **Documents are obtained as and when teachers recommend**
	4. **Documents are obtained as gifts to College**
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**
	4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
126520	068744	020980	081879	093613

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.26	0.68	0.2	0.81	0.93

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**

	2. **Details of members of grievance redressal committees are available on the institutional website**
	3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
	4. **Provision for students to submit grievances online/offline**
	5. **Grievance redressal committee meets on a regular basis**
	6. **Students' grievances are addressed within 7 days of receiving the complaint**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 3 or 4 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
5.1.4	**Institution provides additional support to needy students in several ways such as:**
	1. Monetary help from external sources such as banks
	2. Outside accommodation on reasonable rent on shared or individual basis
	3. Dean student welfare is appointed and takes care of student welfare
	4. Placement Officer is appointed and takes care of the Placement Cell
	5. Concession in tuition fees/hostel fees
	6. Group insurance (Health/Accident)
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years**
	5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	44	35	37	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	8	8	9

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.4.2	**Alumni has an active role in the regular institutional functioning such as** **1. Motivating the freshly enrolled students** **2. Involvement in the in-house curriculum development** **3. Organization of various activities other than class room activities** **4. Support to curriculum delivery** **5. Student mentoring** **6. Financial contribution** **7. Placement advice and support** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 5 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

|

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : As per the revised data and clarification received from HEI, and proof for the financial support are not provided, thus based on that DVV input is recommended.

6.3.3 | **Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	25	23	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	12	12	13

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

6.4.2 | **Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**

6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.02	29.58	28.97	31.59	29.02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.4 | **Institution has water management and conservation initiatives in the form of**

	1. Rain water harvesting
	2. Waste water recycling
	3. Reservoirs/tanks/ bore wells
	4. Economical usage/ reduced wastage
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
7.1.6	**Institution is committed to encourage green practices that include:**
	1. Encouraging use of bicycles / E-vehicles
	2. Create pedestrian friendly roads in the campus
	3. Develop plastic-free campus
	4. Move towards paperless office
	5. Green landscaping with trees and plants
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 4 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**
	7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.28	.42	.51	.37	.34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0.38	0.51	0.42	0.27

	Remark : As per revised documents provided by HEI, thus DVV input is recommended.
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>98</td><td>100</td><td>100</td><td>100</td><td>98</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>98</td><td>101</td><td>103</td><td>100</td><td>98</td></tr></table>
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3546876.45</td><td>2638702.69</td><td>2187476.88</td><td>3155499.76</td><td>1453025.27</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>35.46</td><td>26.38</td><td>21.87</td><td>31.55</td><td>14.53</td></tr></table>