



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MALABAR TRAINING COLLEGE, PERAVOOR, KANNUR

**MALABAR TRAINING COLLEGE THIRUVONAPURAM PERAVOOR, KANNUR,
KERALA**

670673

www.malabarbedcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Malabar Training College got established in the year 2005 under the Malabar Educational and Charitable Trust. It is affiliated to Kannur University and is the first training college at Peravoor. The National Council of Teacher Education (NCTE) has granted recognition to the college. The institution spans 5.20 acres with a built-up area of 2003.07 square meter at Peravoor Grama Panchayat in Kannur district. The motto of the institution is 'Igniting Minds, Illuminating Futures' is a beacon of inspiration that embodies the essence of education. It represents the spark that ignites the flame of knowledge, creativity, and innovation within every individual. This powerful phrase symbolizes the transformative journey of discovery, growth, and empowerment that education embodies by igniting minds, we awaken the potential within each person, fostering a love of learning, critical thinking, and problem-solving. We encourage individuals to dream big, explore new horizons, and push beyond the boundaries of what is possible. Illuminating futures, we guide individuals towards a brighter tomorrow, filled with promise and possibility. We empower them to become active participants in shaping their own destiny, equipped with the skills, knowledge, and confidence to make a positive impact in the world.

Malabar Training College is one of the renowned institutions in Kannur. The college provides quality education for the budding teachers. Our college illuminates and nurtures the competency and efficiency of students aspiring success in the field of education. Sri Valsan Matathil the managing director of Malabar educational and charitable trust is the founder of this college. There exists a number of educational institutions under this trust and Malabar Training college is the only one B.Ed. college that comes under this trust that functions in a rural area. The B.Ed. program was offered as a one-year format during its previous session and later according to NCTE guidelines, the college converted the course duration to two-year in 2015. The course comprises of a core, elective papers and had optional papers. It offers instruction in 6 optionals namely English, Malayalam, Mathematics, Natural science, Physical science and Social science. A part from these optional papers students also undergo teaching practice in schools. The institution has a well-established library and a team of efficient and sincere teaching and non-teaching staff and well-structured management system. Malabar Training College executes different development as well as professional enhancement programs along with providing life skills and human value orientation to students in tune with NEP 2020. The National Service Scheme shows a platform for personality development of student teachers through community services.

The college excels in learner and teacher support through various means mainly through providing the student teachers with the facilities of Multimedia interactive hall, ILMS installed library system, Table Tennis Court, Physical Fitness center, Yoga center, Music and Art, ICT Resource centers. We thus provide the young student teachers a pool of opportunities for shaping themselves to be a complete teacher.

Vision

"Empowering through values, enriching through education, enlightening our future"

"Empowering through values, enriching through education, enlightening our future" is a profound philosophy that underscores the transformative impact of holistic development. By empowering individuals with strong values such as compassion, integrity, and resilience, we equip them with the moral compass to navigate life's complexities with purpose and direction. Through education, we enrich their minds with knowledge, skills, and

creativity, broadening their perspectives and potential. This fusion of values and education ignites a spark that illuminates the path to a brighter future, where informed, empathetic, and innovative individuals can thrive. As we enlighten our future, we cultivate a society that values wisdom, creativity, and critical thinking, and is equipped to address the complexities of an ever-evolving world. By embracing this philosophy, we can create a ripple effect of positive change, where empowered individuals become catalysts for growth, progress, and enlightenment, shaping a future that is brighter, more compassionate, and more just for all.

Mission

“Empowering educators with holistic training, ethical values, innovative strategies to excel in the dynamic field of education and fostering a new era of enlightened learning”

Empowering educators with holistic training, ethical values, and innovative strategies is crucial for excelling in the dynamic field of education. By equipping teachers with comprehensive training that integrates intellectual, emotional, and social development, we enable them to navigate the complexities of modern education with confidence and creativity. Ethical values such as empathy, integrity, and inclusivity form the foundation of a supportive learning environment, where students feel valued and empowered to succeed. Innovative strategies and approaches, such as technology integration and project-based learning, foster a culture of creativity, critical thinking, and collaboration. As educators excel in their profession, they become catalysts for a new era of enlightened learning, where students are inspired to explore, discover, and grow. This transformative approach to education has the power to break down barriers, challenge conventional thinking, and unlock the full potential of learners, ultimately shaping a brighter, more enlightened future for individuals, communities, and society as a whole. By investing in educator empowerment, we pave the way for a revolution in learning that is student-centered, forward-thinking, and illuminated by the passion and dedication of exceptional educators.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Malabar Training College has started its long journey since 2005. The college is able to achieve and contribute a lot in the field of education from the time of its establishment till now. One of our greatest achievements is that our Manager of our institution Sri Valsan Matathil has received the Best Educationalist Award at British Parliament. Malabar Training College has a team of experienced and qualified faculty members who are experts in their respective subjects. The training program at Malabar Training College features a well-structured curriculum with ample practical training opportunities. It offers rural students access to higher and professional education. The college boasts modern infrastructure, including classrooms, a library, and other facilities, all set in a naturally beautiful, eco-friendly campus. To support this, we promote bicycle use and have installed solar panels for energy conservation. Our college maintains a pollution-free environment with an effective waste management system. Students and the Green Campus Club manage a large farm, raising awareness about the importance of farming. The "One-Rupee Challenge" supports the needy, and the Peace and Harmony Forum provides value education. Students connect with the community through visits to rehabilitation centres and special schools. Our Book Bank system helps financially disadvantaged students by recycling textbooks. For teaching practice, students are placed in top government and aided institutions in Kannur. Our student excels in every field other than education which is reflected through the achievements that they made mainly in sports field and other extra-curricular activities. Our students actively participate in university-level sports and arts events. The college excels in producing qualified teachers through specialized subject knowledge, practical

internships, and networking opportunities. It provides strong placement support, access to libraries and technology, and benefits from active clubs, including a 50-student NSS unit. The library, with 6,005 books and an ILMS system, supports student research, while a counselling system aids student well-being. The "Educate and Elevate" program provides support to underprivileged schools. Memorial awards honour top students in clay modelling and overall performance. The Alumni Association and PTA play key roles in college development.

Institutional Weakness

Some weaknesses exist, including a potential overemphasis on theoretical knowledge at the expense of practical application. Limited industry exposure and out-dated curriculum can also hinder the preparation of students for the demands of modern teaching. Moreover, some B.Ed colleges may struggle to provide adequate support for students, such as mentorship or job placement assistance, and the financial burden of pursuing a B.Ed degree can be significant. By acknowledging and addressing these weaknesses, B.Ed colleges can work to provide a more comprehensive and effective education for aspiring teachers. Since we are a self-financing college we don't receive any governmental and UGC funds for any activities related to our college. The same thing happens with our faculty members too as they leave the college when they get other placements at aided and Government colleges as we are a self-financing college. Due to this we sometimes face a shortage in our faculty members along with the teachers possessing PhD. Our college is located in a rural area thus the developmental activities in and around the college can only done in accordance with the developmental activities that takes place in this rural area. We face the absence of a research centre that reduces the research opportunity of our faculty members.

Institutional Opportunity

We consider the new initiatives in the Indian education system, in tune with the NEP 2020, liberal multidisciplinary approaches and Academic Bank of Credits as great opportunities to excel in the field of teacher education. As the college serves as the destination for teacher training, preparation, and empowerment in a multifaceted campus spanning from Lower Primary School to College level. The institution enjoys active participation from students, parents, the alumni association, sister institutions, the community, and the local government in our curriculum and extension programs. We provide the students value added certificate courses. During the internship program we provide the students an opportunity to shift from high school to higher secondary as well as upper primary according to their educational qualifications. We give life skill education for students that make them apply it in their life. We also create awareness among the students through green initiative that help them to develop an intimacy towards nature.

With infrastructure and physical facilities such as a Multi Media Interactive hall, fitness centre, game hub. We have our sister institutions including higher secondary school, arts and science college and TTE gives opportunity to our on students by providing jobs to them. We wish to excel ourselves at each point of time. With a keen eye on excellence the Managing Committee of the college from the first day of its formation, has been committed to promoting quality in teacher education keeping a pace always ahead of the times, facilitating the college with financial and infrastructural back up for making the transaction of the curriculum effective and productive.

Institutional Challenge

Despite having a rich pool of resources, particularly in terms of teaching faculty, opportunities like faculty exchange and student exchange should be strengthened through the expansion of Cluster College or similar initiatives in the area of higher education. Financial constraints have consistently posed impediments in the pursuit of excellence in education. In an era emphasising entrepreneurship and the development of job-oriented academic programmes, more funds are required for innovative initiatives in teaching, learning, research and extension is another challenging task that we have to address. Since we are a self-financing institution we didn't get any funds from the part of government which is one the challenge in the financial sector. The competitions in the self-financing field are a challenge faced by the college. The structuring of the curriculum content is another challenge for our students. The university still follows marking system without upgrading to grading system which make the student face difficulty in their higher studies.

The true challenge in the field of teacher education lies in the advancement of technology. The current technology-enabled structure is almost capable of substituting the teacher in our classrooms. However, we are aware that no technology can fully replace the teacher. Embracing and updating technology in the teaching learning process is the most challenging task for both the teacher and the institution. All the innovative practices have been oriented towards overcoming the above challenges, and the college reaffirms its commitment to quality in teacher education, hoping to grow further with synergic efforts in the years to come.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Malabar Training College uniquely tailors the curriculum recommended by University of Kannur, with the enriched faculty members who are active decision makers in the curriculum development of the university. The college ensures a comprehensive introduction to the curriculum and facilities through an induction meeting for new entrants. To facilitate structured implementation of the curriculum, academic calendar and semester plans are meticulously communicated to all stakeholders. The B.Ed. curriculum offers more flexibility by offering many elective courses. The curriculum integrates psychological, philosophical, sociological, technological and pedagogic foundations through a combination of core and optional courses. Implementation of theoretical knowledge is emphasised through college-based and field-based practical's, bridging the gap between theory and practice. Academic and extension activities enhance the formal curriculum, providing students with practical insights and holistic learning experience. The curricular content is expanded through different programmes, focusing on national and international education systems, education for students with diverse needs, value education, environmental education, disaster management, and innovative teaching and learning methods. The value-added course, Finishing School, contributes to the competency of aspiring teachers. Students are encouraged to participate in online courses to enhance their professional competencies. Continuous feedback from stakeholders is actively sought, the analysis of which serves as a signposts for curriculum refinement and improvement.

Teaching-learning and Evaluation

Since its founding, the college has maintained reservation policies and a high enrolment rate for many graduates. The college has a student-centred atmosphere. Amiable, placing the requirements of adult learners and appropriate emphasis on quality in instruction, assessment and learning. Finding their entry-level

behaviours ignites students desire for learning. Progression assignments are given to students. The theoretical and practical courses, as outlined in the PLOs and CLOs, are systematically followed through semester-wise curricular plans and the academic calendar. Innovative student-centric approach with brainstorming, peer teaching and focus group discussion is adopted for teaching-learning process and assessed through various modes- digital test, descriptive test, performance test, library referencing, rubrics, field activities and workshops. Students are given ample opportunities to explore, develop and integrate ICT through curricular activities. Courses are offered to improve the skills of the students and encourage their creative and efficient teaching methods. Teachers are encouraged to attend conferences, seminars, and symposia, as well as orientation and refresher courses, in order to enhance their competencies and promote innovative and effective teaching practices. They serve as resource persons in professional development programmes and extend their expertise to various academic bodies.

Infrastructure and Learning Resources

Malabar Training College exhibits commendable infrastructure and facilities that conform to the standards set by various statutory bodies. The campus is acres in size and has three buildings that together cover square meters. These buildings contain well-equipped classrooms, seminar halls, laboratories, a library, and administrative offices. The institution has classrooms and seminar halls, all equipped with ICT tools. Among these, classrooms are specifically designed with updated digital facilities, for collaborative learning. The library, automated since and now integrated with the open-source software Koha, offers 18,317 books, 15 research journals, digital resources and remote access through the ILMS (Integrated Library Management System). The institution has diligently upgraded its ICT facilities, ensuring Wi-Fi connectivity across the campus, equipped with a robust bandwidth of 200 MBPS. The implementation of CCTV surveillance, biometric attendance systems, and the Digital Technology Hub ensure a secure and technologically enriched learning environment. Procedures for facility maintenance, resource management, access control, guidelines, training, and safety protocols are well-established, ensuring optimal utilization and security across laboratories, the library, sports complex, and classrooms. Student Support and Progression.

Student Support and Progression

The college offers various capability-building and skill enhancement programmes that contribute to the development of both hard and soft skills among student teachers. Active participation in, nature club and National Service Scheme (NSS) enhances their all-round capabilities. The institution employs latest technologies to communicate effectively with differently-abled students. Grievance redressal cell-organises awareness and orientation programmes that aid students in addressing their concerns, and the published statutory instructions in the college website reflects transparency. Student grievances are immediately attended seriously. The college managing committee also actively supports financially challenged students. The extension cell, in collaboration with the alumni association, fulfils social needs, while the counselling cell, with experts and mentor teachers, addresses psychological issues. Special programmes were conducted with the alumni association, extend counselling services to alumni. Career guidance and placement cell plays a crucial role in preparing students for competitive examinations, guiding them toward various professions and higher education opportunities. Regular updates on job opportunities are disseminated through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placement. The alumni association actively supports the institution, contributing to infrastructure development, curriculum transactions, motivational interactions, sharing expertise, academic support, and financial aid. Out of existing teaching faculty 3 members are former students of the institution, reflecting its positive impact. The holistic

approach, technological inclusivity, financial assistance programmes, and active alumni involvement direct the institution towards success.

Governance, Leadership and Management

Malabar Training College, established by the Malabar Educational and Charitable Trust has its own Managing Committee, bylaws, and mode of operation. The Principal is the administrator of all the programmes at the college. Beyond the statutory bodies, the institution has introduced non-statutory position like Programme Coordinators, academic and non-academic activity-specific coordinators, including coordinators for college-based practicals and other extension activities. Time-table committee, Evaluation and Examination Committee, Emergency Management Committee and Media Cell steer the institution. The college office operates in line with the decentralized pattern, with duties and responsibilities shared among administrative staff to promote a more democratic nature in fulfilling tasks. The college maintains a transparent fund management system, relying on various sources for finance, including UGC and other government agencies, the managing committee, philanthropic donations from the public, financial support from sister institutions, contributions from the Parent-Teacher Association (PTA), assistance from the Alumni Association, and endowment funds. Financial transparency is ensured through a three-tier auditing system- Accountant General audit, Departmental audit, and internal audit conducted periodically by a Chartered Accountant. Internal financial systems for extension activities and welfare measures managed by a committee undergo regular audits. The college conducts academic and administrative audits through an external expert committee, while Academic Quality Assurance Cell (AQAC) oversees academic matters. Academic and service rules for both teaching and administrative staff follow the norms and regulations of Government of Kerala, UGC, NCTE, and the University of Kannur. Recruitment is done through strict meritbased procedures based on the rules established by the governing bodies; faculty placement and promotions align with the Career Advancement Scheme mandated by the governing bodies. The Institutional Performance Appraisal System improves the performance of teachers and administrative staff. Professional development and administrative training programmes are frequently organized by the institution and financial support is given for attending such programmes outside the institution. The IQAC operates diligently to foster a culture of quality across all activities, implementing strategies such as digitization, performance appraisal, and feedback analysis to ensure continuous improvement in academic and non-academic aspects.

Institutional Values and Best Practices

The institution abides by the protocol of environmental preservation and energy conservation through a rigorous Green Protocol, promoting eco-responsibility, minimizing plastic usage, waste reduction and implementing green landscaping. It is dedicated to sustainability and conservation through efficient equipment's, oversight, and educating students on energy policies. Waste management principles of the institution encompass source segregation, efficient disposal of non-biodegradable waste and sanitary pads. The institution has made remarkable progress in water management and conservation, incorporating rainwater harvesting and advocating responsible water usage. The Green environment and energy Audit diligently preserves campus trees, monitors water and soil quality and ensures energy conservation. The College places a strong emphasis on community service, with numerous initiatives aimed at uplifting underprivileged families, providing financial support to disadvantaged students, and assisting the needy in emergencies. Extreme care is taken to maximize locational advantages, including utilization of available resources and expert individuals, to their fullest potential. Institutional values are upheld through emphasis on ethics and integrity and a defined Code of Conduct for all. The orientation programme ensures everyone understand the expected standards of

behaviour. A monitoring committee has been constituted to address any violations or concerns and conduct periodic professional ethics programmes.

Research and Outreach Activities

Malabar Training College Peravoor is committed to fostering a culture of research and outreach activities that benefit both the academic community and the wider society. The college encourages its faculty and students to engage in research projects that address pressing educational issues, with a focus on innovative pedagogies, inclusive education, and teacher professional development. Outreach activities, such as community engagement programs, workshops, and seminars, are also an integral part of the college's mission. These initiatives aim to promote education, health, and wellbeing in the local community, particularly among marginalized groups. By integrating research and outreach activities, the college seeks to create a positive impact on the lives of individuals and communities, while also enhancing the academic experience of its students.

Malabar training college has evolved appropriate policies to promote and encourage involvement in research by the faculties. The policies ensure necessary incentive for the faculties to participate in workshop, conference, seminars etc. Malabar Training College recognises the account profound impact of social issues and community development on the shaping of the fabrics of society. As an institution committed to holistic education. We understand the importance of addressing social challenges. Through our initiatives we Strive to empower individual and community by promoting awareness, advocacy, and action on these critical issues. Various awareness classes, field trip, community based programs where the outreach activities conducted by our college. Which had great role in the development of individual and community.

The outreach Activities were conducted in colleges where successful in promoting stainability, innovation and environmental awareness. We plan to continue and expand these activities to reach a wider audience and create a lasting impact.

The institution has signed 12 MOUs with educational institutions, for faculty exchange, student exchange, internal ship and other collaborative programs ensuring seamless operations

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Malabar Training College, Peravoor, Kannur
Address	MALABAR TRAINING COLLEGE THIRUVONAPURAM PERAVOOR, KANNUR, KERALA
City	KANNUR
State	Kerala
Pin	670673
Website	www.malabarbedcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	INDU K MATHEW	04902-447170	8281474421	-	mcppeeravoor@gmail.com
IQAC / CIQA coordinator	PREETHA KURIAKOSE	04902-443051	9495617699	-	preethakolayad@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Kerala	Kannur University	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	21-03-2023	120	

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	MALABAR TRAINING COLLEGE THIRUVONAPURAM PERAVOOR, KANNUR, KERALA	Rural	5.2	2003.07

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,Education,General	24	Degree	English,Malayalam	110	110

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				16			
Recruited	0	0	0	0	0	0	0	0	0	16	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	0	16	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	2	4	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
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				1
Recruited	1	0	0	1
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/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	16	0	16
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
	1	0	0	1

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	13	0	0	0	13
	Female	97	0	0	0	97
	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	1	0	0	0
	Female	3	4	4	3
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	4	1	0	1
	Female	11	14	16	16
	Others	0	0	0	0
General	Male	9	4	13	12
	Female	71	76	67	68
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	9	5	0	0
	Others	0	0	0	0
Total		110	105	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Teacher education programme by its professional nature is multidisciplinary as it is based on philosophical, sociological, psychological and technological foundations along with content and
---	---

	pedagogy of all school specific subject areas. Constant efforts are being attempted by the college to keep abreast of latest trends in the field of education. In tune with the recommendations of NEP 2020, Government of Kerala have initiated discussions on implementation of the same by reformulating the existing programme. We follow a multi-disciplinary subject specific courses. We integrate multiple disciplines into the curriculum, such as education, psychology, sociology, philosophy, and subject-specific knowledge. We try to ensure a balance between theoretical foundations and practical applications. The current UG programme spans across the multiple disciplines of Humanities, Science and Languages. Moreover, the curricula prescribe multidisciplinary courses like Language across Curriculum and Understanding Disciplines as core courses. Teacher education being a professional course, the lion's share of its curriculum is meant for practicum, training in the form of student-teaching and value-based field engagement courses, including Initiatory School Experiences and School Internship, Socially Useful Productive Work and Working with Community to provide first-hand experience with the problems of school as a community and to nurture professional skills. We are trying to include the facilities required for the embodiment of four year graduate level program at the college. Our sister institutions also permit ample opportunities to get collaborated with providing and implementing the interdisciplinary approach to the college. The content areas are in tune with the guidelines of NEP 2020
2. Academic bank of credits (ABC):	Our students have enrolled to ABC registration portal during their admission process through Kannur university ABC ID
3. Skill development:	Holistic skill enhancement is an obligatory element of the programmes of study at all levels of education. The primary focus of B.Ed. programme is to nurture skilled prospective teachers with critical 21st Century capacities in the professional field. The curriculum proposes a number of programmes to transform the prospective teachers into well rounded individuals. This includes theoretical orientation on various teaching skills and capacity building through microteaching, pre-planning, post-planning, observation of faculty demonstration classes, peer criticism classes, workshops on preparation of

	improvised learning resources, initiatory school experiences, school internship, art and drama in education and ICT skills for teaching and learning. The programme also includes a number of other activities to prepare professionally empowered and socially engaged teachers through hands on sessions on Yoga, Health and Physical Education, Reading and Reflecting on texts, Activities on Enhancing Professional Competence, Community Living Camp, Understanding the Self, Socially Useful Productive Work, Working with the Community and Field Trip/Study Tour. Other activities to instil teacher competencies: communication, cooperation, teamwork and resilience include internship in teacher education institutions and practical sessions on yoga, ICT cum soft skills and peer teaching. The college provides opportunities to develop social and personal skills through various projects and schemes such as Finishing School, Blood Donation Forum, School Adoption Project, National Service Scheme (NSS) and Student Initiative in Pain and Palliative. We also conduct different faculty development programs in the college for the skill development of the teaching faculty. we also provide programs for the technological skill development of the students and teachers at the college. Different imitative are taken from the part of the college for the whole development of our students and teachers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Higher education employs English as the medium of instruction. With content transactions conducted in both English and Malayalam addresses the diverse needs of students. B.Ed. students are permitted to write university examinations, reports of college based practical and internship in English or Malayalam. The use of Indian languages is promoted through the activity in Language across Curriculum which requires students to find out the vernacular substitutions of subject related vocabulary. To promote the use of mother tongue, programmes in creative writing, art and literature are being organised. Programme and Course outcomes include topic outcomes related to progressive changes from ancient to modern Indian Education. There is an input of concepts of Indian culture and Indian languages in the core, optional and elective courses to develop cultural awareness and expression. Students belonging to scheduled caste/tribe and other minority

	groups take part in academic and non-academic programmes and the interaction with them helps other students appreciate the diversified culture and respect others' beliefs and practices. History of the subject in each optional course highlights Indian contribution to different fields of developments. The core course, Understanding Disciplines helps every student know the development and values of other disciplines too. We have given Yoga training to the students which are one of the part of our Indian culture. The college conducts harmony fest and other cultural events facilitating acquisition and appreciation of culture. Workshops on Art and Drama help the student teachers understand the Indian arts and incorporate these in regular classroom teaching. Student's basic skills in Malayalam are tested at the starting of the programme and peer teaching is arranged to enable them practice successfully as teachers in the immediate locality. The library has a collection of high quality e-learning resources and print materials related to Indian knowledge system.
5. Focus on Outcome based education (OBE):	Outcome-based learning represents a significant paradigm shift in education, moving the focus from traditional teaching methods to a more student-centered approach. This innovative strategy prioritizes achieving specific, measurable learning objectives, ensuring that students acquire skills and knowledge that are directly applicable to real-world scenarios. By concentrating on outcomes, educators empower students to take ownership of their learning, fostering a deeper understanding of subject matter and its practical applications. This approach encourages active learning, critical thinking, and problem-solving, ultimately leading to improved student outcomes, increased motivation, and enhanced employability. Outcome-based learning also facilitates more effective assessment and evaluation methods, allowing educators to measure student progress and adjust their teaching strategies accordingly. Furthermore, this approach promotes a culture of continuous improvement, as educators and students work collaboratively to achieve shared learning objectives. By adopting an outcome-based learning focus, educational institutions can revolutionize the way they deliver instruction, leading to a more relevant, effective, and sustainable learning environment that prepares students for

	success in an ever-evolving world. . Faculty members are encouraged to participate in online / offline programmes related to Outcome Based Education so that they will be capable of disseminating the knowledge to the prospective teachers and teacher educators. the teaching learning process of the institution had been focused on the learning outcomes and process-oriented approach. Student teachers have to reach the expected level of performance and internal assessment is conducted considering the learning outcomes of each programme. Programme outcomes and graduate attributes are displayed in the classrooms. The extension activities are organised highlighting the programme and course outcomes.
6. Distance education/online education:	The Malabar training college has been using a blended mode of teaching leaning ever since the outbreak of the Pandemic. The value added courses are been provided to students mostly I the online mode. The campus is made wifi which enables our students to access resources available online. The faculty have prepared video lessons which are uploaded in the you tube and also in the LMS of the Institution. With the aid of Google classrooms and via google meet the idea of distance education and online education is materialized.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been constituted in our College. The club is functional with various activities which provide essential awareness on citizenship training and democratic values. Being a teacher training institution, the college provides ample opportunities and experiences to the prospective teachers in a participatory manner in all events those are organised in the college.
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, there is a student coordinator and a faculty in charge of the ELC and is functional. The ELC's is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	We have conducted programs that give electoral literacy in our college, an awareness class was given to the students about the importance of voting and it

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.	was ensured that all of the students have enrolled their name to the electoral roll. We also conducted an awareness class at Thiruvonapuram tribal settlement about the importance of voting. We have also conducted quizzes and day observance program like National Voters day in order to create awareness among the students about the importance of voting.
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.	The election of the college Union is done in the Parliamentary mode which is familiarized to the student teachers and the teacher educands of Malabar Training college is encourages their teacher educands to undertake research studies related to democratic values. Social issues like Creating Awareness on Cyber Crime among Secondary School students, enhancing Awareness against Child trafficking Awareness on Constitutional values. are given. Our 24 prospective teachers were selected as cyber volunteers by Peravoor police station and they were given training for conducting awareness classes on cyber safety.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students enrolled for the B.Ed Programme have completed their Graduation and hence are above 18 years of age. All of them are enrolled as voters in the electoral role. None of the students are otherwise, this is ensured during the admission itself. If any cases ensue then the necessary steps will be taken to see to it the student gets enrolled. Seminars and classes are also arranged to equip the Student teachers and teacher educands regarding their responsibilities as citizens of India. Patriotism is also instilled through the conduction of daily Morning assembly and commemoration of important National Days.

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
225	199	299	198	100
File Description		Document		
Institutional data in prescribed format		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
100	100	100	100	100
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
30	25	20	20	20
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
100	98	96	96	95
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
100	96	95	96	95
File Description		Document		
Institutional data in prescribed format		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
100	105	100	100	100
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
16	16	16	16	16

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
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	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
31.14227	15.32885	12.53538	22.85753	22.32830

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 20

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

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:

In every educational institution, the curriculum serves as the backbone of academic programmes guiding the teaching and learning process. However, a static curriculum may not always meet the dynamic needs of learners or the evolving educational landscape. Hence the practice of regular curriculum planning, review, revision and adaptation to local context or situations is indispensable. Regular curriculum planning fosters innovations and creativity in teaching approaches, catering to diverse learning styles and preferences.

In the beginning of each programme, institution gave proper outline about college mission and vision, faculty members curricular and co-curricular activities and evaluation procedure. The copy of syllabus and student's handbook are circulated to students at the commencement of the academic year.

As the college is affiliated to Kannur University, the semester plans are prepared in accordance with academic plan prepared by the University. Semester plans are created by staff coordinators in accordance with university regulations and approved by staff council and are published on notice board and in college website.

A master time table prepared by time table committee and regular academic activities are supervised by concerned coordinators. B. Ed students have freedom to select internship institutions from a list of schools.

The institution provides a technology enhanced learning. Student's progress evaluated through Internal assessment, seminars, tasks, assignments and unit test. The examination committee analyse the student's performance and progress in public examination and present a progressive report to the staff council. Student's progresses and other learning activities like Art and Drama Camp and Study Tour are discussed in PTA meeting.

During the internship program, B. Ed students gave additional class for the backward students in the allotted school.

The institution provides various skill development programs like ICT workshop, SUPW, Yoga class etc for B. Ed students. It helps to develop their various skills and academic and personal growth.

The in-house practices aim to equip B. Ed students with the essential skills and competencies needed to plan and deliver effective instruction in diverse educational settings

Institution provides a curriculum involves careful consideration of various factors to ensure that students receive a comprehensive education that prepares them for careers in teaching and related fields. Design a coherent curriculum that aligns with the learning outcomes and addresses key aspects of teacher's preparation including subject specific content, teaching methodologies, assessment practices and professional development. Assessment methods include written exams, practical assignments, classroom observations and performance evaluation during particular experiences. The institution provides seminars, workshops, field experiences, case studies, collaborative projects and experiential Learning opportunities etc.

Collaborate with faculty members, academic departments and educational experts to develop a rigorous and relevant curriculum for B. Ed programme. This may involve designing courses, defining learning outcome, selecting instructional materials and assessment strategies.

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: A. Any 5 or more 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 Programmes 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
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	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: 93.75

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
15	15	15	15	15

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
16	16	16	16	16

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:** 2.8**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
3	3	2	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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:** 49.07**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
105	99	99	99	99

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: 3.04

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
25	6	0	0	0

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:

Curriculum of the institution offer students opportunities to acquire and demonstrate knowledge, skills, values and attitudes across various learning areas through a comprehensive approach. The curriculum integrates various learning areas, encompassing subjects like pedagogy, psychology and educational technology.

Teaching practice, internships and classroom observations enabling students to apply theoretical knowledge in real world educational setting. The curriculum incorporates value education components, fostering the development of ethical values, social responsibility and cultural sensitivity among students, which are essential for effective teaching.

Institution promotes inclusive education practices, preparing educators to address the diverse needs of learners including those with disabilities or special educational needs. Special school visits expose students to the concept of inclusive education by allowing them to observe and interact with students with diverse learning needs, including those with disabilities or special educational needs.

During the teaching practice B. Ed students develop their teaching skills and classroom management techniques. By observing teaching practices students gain insights into the procedural aspects of teaching

such as lesson planning. Students engage in internship programmes in two phases, at secondary level for the first phase and upper primary or higher secondary level for the second phase.

Micro teaching provides students with a controlled and supportive environment to practice and develop specific teaching skills such as lesson planning, instructional delivery, questioning technique and classroom management strategies. Through micro teaching sessions, students receive constructive feedback from peers, mentor teachers and faculty members allowing them to reflect on their teaching practice and identify areas for improvement.

Malabar B. Ed Training College conducted various workshops and seminars which provide opportunities for B. Ed students to engage ongoing professional development, expanding their knowledge and skills in specific areas of education. Students have the chances to learn from expert presenters, engage in discussions and share their own insights and experiences with peers fostering a collaborative learning environment. It also provides students with practical training and experience in various educational techniques, strategies and technologies. It also promotes life long learning, skill development, research engagement, networking and professional growth among future educators.

Art and Drama Camp helps future educators understand the importance of creativity and expression in learning. It provides hands on experience in utilizing art and drama as educational tool, which they can later integrate into their teaching practices. It fosters skills in communication, collaboration and problem solving, which are essential for effective teaching.

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:

At Malabar Training College, the B.Ed. program is meticulously designed to immerse students in the rich diversities of the school system both within India and on a global scale. The institution recognizes the importance of understanding educational diversity to prepare future educators who are adept at navigating varied teaching environments. To achieve this, the curriculum incorporates a comprehensive approach that blends national and international perspectives. From the outset, students are introduced to

the complexities and unique characteristics of the Indian school system, which is known for its vast diversity in terms of regional languages, cultural practices, and educational policies. Courses on Indian Educational History, School Management, and Inclusive Education provide students with foundational knowledge about the different types of schools—ranging from government and private institutions to special and alternative schools—highlighting the nuances of each and their role in the broader educational landscape.

To complement this national perspective, the program includes modules that focus on international education systems and comparative education. These modules are designed to offer students a broad understanding of how educational practices vary across different countries and cultures. By examining global educational models and policies, students gain insights into various approaches to teaching and learning, curriculum design, and assessment methods used worldwide. This comparative analysis helps students appreciate the strengths and limitations of different systems and encourages them to reflect on how these insights might influence educational practices in their own contexts.

In addition to theoretical learning, Malabar Training College emphasizes practical experience through diverse school visits and internships. Students have the opportunity to engage with a variety of educational settings, including urban and rural schools, special education centers, and institutions with unique pedagogical approaches. These field experiences allow students to observe and interact with different educational practices, understand the challenges faced by educators in diverse settings, and apply theoretical knowledge in real-world scenarios. The practical exposure is complemented by interactions with national and international experts who are invited to conduct workshops, seminars, and talks. These experts share their experiences and perspectives on global educational trends, innovative teaching strategies, and effective classroom management techniques, further broadening students' understanding of education.

The B.Ed. program also encourages students to undertake research projects and case studies on topics related to educational diversity. This research component is crucial in helping students analyze and interpret data from different educational contexts, develop critical thinking skills, and propose solutions to existing educational challenges. Students are encouraged to present their findings at conferences and seminars, providing them with a platform to engage in scholarly discussions and contribute to the field of education.

Through this multifaceted approach, Malabar Training College ensures that its B.Ed. students well-versed in the diversities of the Indian education. This comprehensive educational experience aims to produce well-rounded educators who are prepared to address the diverse needs of students and contribute to the advancement of education on both a national and international scale.

File Description	Document
Documentary evidence in support of the claim	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:

At Malabar Training College, the Teacher Education Program equips students with essential professional acumen through a dynamic and multifaceted curriculum. This program is designed to foster a deep understanding of educational principles and practical teaching skills, preparing future educators to excel in diverse classroom settings.

Curricular Experiences:

1. Varied Teaching Methods : Students engage with different instructional approaches, including lectures, interactive workshops, and hands on classroom practice. This exposure helps them grasp effective strategies for engaging and supporting a range of learners.
2. Educational Theories : The program covers foundational educational theories and principles, providing students with the conceptual frameworks needed to make informed decisions about teaching practices and classroom management.
3. Practical Experience : Through student teaching placements and internships, learners apply theoretical knowledge in real classroom environments. This hands on experience is critical for developing practical teaching skills and understanding classroom dynamics.
4. Reflective Practice : Students are encouraged to reflect on their teaching experiences and theoretical learnings. Reflective activities support continuous improvement and help them assess their effectiveness in various instructional scenarios.
5. Professional Development : The program offers opportunities for ongoing professional growth, including workshops, seminars, and interactions with experienced educators. This helps students stay current with educational trends and best practices.
6. Assessment and Evaluation : Students learn to design and implement effective assessment strategies to evaluate and support student learning. This skill is crucial for adapting teaching methods to meet individual student needs.
7. Cultural Competence : Emphasis is placed on understanding and respecting cultural diversity. Students develop the skills to create inclusive learning environments that cater to the needs of all students.

Consolidation into Professional Acumen:

By integrating these diverse curricular experiences, students at Malabar Training College consolidate their learning into a coherent professional acumen. They:

Adapt Teaching Strategies : Apply a range of instructional methods tailored to various learning styles.
 Enhance Engagement : Use effective techniques to motivate and engage students.
 Address Challenges : Approach classroom challenges with confidence and creativity.
 Foster Inclusivity : Create supportive and inclusive learning environments that celebrate diversity.

In summary, Malabar Training College's Teacher Education Program provides a comprehensive foundation that enables graduates to enter the teaching profession well prepared, with a balanced blend of theoretical knowledge and practical experience.

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: A. All 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: A. Feedback collected, analysed and action taken and feedback available on website

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: 101

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: 89.33

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
20	20	20	20	20

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: 2.97

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
10	5	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:

In the realm of education, the importance of understanding the diverse learning needs of students cannot be overstated. At Malabar B. Ed Training College in Peravoor, recognizing and addressing these needs is central to their mission of fostering a conducive learning environment. To achieve this goal, a comprehensive assessment process has been implemented at the entry level. This process encompasses various components such as interactive sessions, entry behavior tests, remedial coaching, peer coaching, mentor-mentee interactions, and the resources like question bank. Each element plays a vital role in identifying students' learning needs and enhancing their readiness for the professional educational program offered by the college.

The learning journey starts with interactive sessions during admission, where students meet the college environment, faculty, and peers. These sessions encourage open communication, letting students share their expectations while helping faculty understand students' diverse backgrounds and learning styles.

Assessing students' readiness and aptitude is essential for tailoring educational experiences to their individual needs. The entry behavior test administered at Malabar B. Ed Training College serves this purpose by evaluating students' cognitive abilities, academic preparedness, and critical thinking skills. By analysing the results of these assessments, educators can identify areas of strength and areas that may require additional support or intervention.

The college offers remedial coaching to support students needing extra help, ensuring personalized assistance for their success. These sessions address specific challenges identified through assessments, providing targeted instruction and resources to boost confidence and skills. Learning is not limited to the classroom; it extends to interactions with peers. Peer coaching programs at Malabar B. Ed Training College encourage collaborative learning and mutual support among students. Through peer coaching initiatives, students have the opportunity to learn from one another, share experiences, and offer guidance and encouragement. This peer-to-peer support network fosters a sense of community and camaraderie, enriching the overall learning experience.

Talents day fosters a sense of camaraderie and solidarity among students, as they come together to celebrate each other's accomplishments and appreciate the richness of talent within the college community. It also promotes inclusivity by encouraging participation from students of all backgrounds and interests, regardless of their academic pursuits.

To facilitate effective learning and assessment, a robust question bank is provided to align with the curriculum and learning objectives. The question bank comprises a diverse range of questions, including multiple-choice, short-answer, and essay questions, designed to assess students' comprehension, analytical thinking, and application of knowledge. Access to this comprehensive question bank enables educators to design assessments that accurately measure students' progress and proficiency.

The implementation of a comprehensive assessment process at Malabar B. Ed Training College Peravoor, underscores the institution's commitment to promoting student learning and success. By integrating interactive sessions, entry behavior tests, remedial coaching, peer coaching, mentor-mentee interactions, and a question bank, the college addresses the diverse learning needs of students and enhances their readiness for the professional educational program. Through these initiatives, students are empowered to reach their full potential and become competent and confident educators in their respective fields.

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: A. Any 5 or more 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: 14.06

2.2.4.1 Number of mentors in the Institution

Response: 16

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:

Students are the centre of a classroom. A variety of student-centred methods are used to enhance student learning by adopting a multiple-mode approach as part of B Ed education programs that aim to progress the skills of learners at the graduate level.

Experimental learning

Students are provided with adequate instructions and are encouraged to participate in active learning. Seminar presentations, discussions, debates, role-playing, field visits, ICT presentations, critical review

sharing, report preparations, etc. are certain methods used to activate student-centered learning. The actual learning experience is secured by each learner when they attend their school internship.

Collaborative learning

Students learn life lessons when they are more engaged in community services like NSS, visiting special schools and the involvement in disaster management.

Participative learning

Students are updated with the growing technology. Workshops are given every year on the use of technology. Preparation of PPT, video making and editing, YouTube channel creation, poster making, Google Form creation, etc. were some of the sessions that gave the students a boost in their technical skills.

The active learning of students was ensured through activities such as cooperative learning, brainstorming, group and individual assignments, mentor-mentee systems, peer teaching, and computer-assisted instruction. Also, facilities like the library and computer lab help students make their learning effective.

Problem-solving Methodologies

B Ed is a course that gives more importance to the practical side of learning. The practical knowledge of every learner is refined through sessions such as microteaching, visits to schools, criticism classes, interaction with subject experts, demonstration classes, etc.

Brain Storming

To enhance the creativity of each learner, brain-storming is used in classes. The EPC course Reading and Reflecting on Text is the best example of creativity. Students are divided into groups and express their concerns and findings.

Focus Group Discussion

Workshops are organized to prepare online teaching and learning materials. All students are equipped to make subject-related ICT contents, other internship-related activities, and workshop activities using appropriate audio-video editing tools.

Online Mode Learning

Utilizing Google Meet for online classes fosters interactive learning in our college. Students engage actively, offering insights and responses, enriching discussions. Its user-friendly interface ensures seamless participation, enhancing the educational experience. With features like screen sharing and breakout rooms, diverse teaching methods are facilitated, catering to different learning styles. Google Meet promotes collaboration, enabling group projects and peer-to-peer learning. Its integration with Google Workspace streamlines scheduling and document sharing, optimizing class management. In essence, Google Meet empowers both educators and students to thrive in the digital classroom environment, ensuring continuity and quality in education.

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: 28.75

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
7	4	4	4	4

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: 48.89

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: 110

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:

Continual mentoring holds significant importance within teacher education programs, aiming to shape perspectives and enhance the personal and professional skills of aspiring teachers. Each learner are assigned a mentor who dedicates designated hours to foster a strong rapport, engaging in discussions

about the learner's personal background to gain a comprehensive understanding. This holistic perspective enables the mentor to offer tailored and effective support.

A significant importance is placed on **working in teams** in both curricular and extracurricular endeavors, recognizing that the ability to collaborate effectively within a group is a fundamental attribute of professionalism. Group assignments and collaborative learning experiences encourage students to pool their knowledge and skills, leading to richer and more comprehensive understanding of the subject matter. The team works include reading and reflecting on texts, art and drama camp, Assembly, thought of the day etc. This cooperative learning environment helps students develop critical thinking, problem-solving abilities, and communication skills.

From the outset, student diversity is acknowledged by assessing their academic proficiency upon entry, involvement in artistic and athletic pursuits such as talents day and sports competitions, and offering personalized counseling to help students **grasp and value this diversity**, cultivating an inclusive and encouraging environment. Educational seminars, NSS camp, lesson plan construction, Workshops equip students with techniques to cater to individual learner needs, advocating for inclusivity in their forthcoming teaching environments. By these activities, students learn to appreciate diverse perspectives and leverage individual strengths.

Conduct of self with colleagues and authorities in a professional manner is pivotal in any setting. Mentors offer advice on maintaining professional decorum, understanding the self, communicating effectively, resolving conflicts, soft skills and adhering to ethical standards with respect and integrity. The college community extends beyond just students to include all staff members, such as those working in administrative roles, the library, janitorial services, and teaching positions. This inclusive approach is evident in their involvement in college events like tours, camps, celebrations, and everyday interactions.

The student body of the training college comprises adult learners who juggle various responsibilities as students, homemakers, parents, and spouses, **balancing home and work stress**. Regular skill development programs cover a wide range of areas including life skills, self-awareness, ICT proficiency, Snehaveedu, Flori culture and vegetable cultivation and community engagement. Active participation in college activities such as outreach programs, intercollegiate competitions, and workshops is encouraged. These initiatives like Workshop on ICT foster a nurturing environment where students feel at ease and **stay updated on advancements and developments** in both education and life. Throughout the Teaching Practice Internship, dedicated mentoring is offered at different tiers by designated mentors, subject instructors, and educators from the partnering schools/colleges.

Comprehensive support is extended to address any issues encountered during this period. Emphasis is placed on prioritizing the physical and mental well-being of students through yoga sessions and expert psychological interventions, aimed at reducing stress, alleviating anxiety, and equipping them with coping strategies for life's challenges.

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: A. Any 5 or more 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 teaching-learning process at Malabar B.Ed. Training College is designed to create a well-rounded educational experience that goes beyond traditional academic knowledge. The college aims to produce students at all levels who are academically competent and equipped to thrive in a dynamic and ever-changing global landscape.

Creativity

Creativity is the ability to generate novel ideas, solutions, or concepts that are original, valuable, and often unexpected. Creativity manifests in various forms, including art, literature, music, science, technology, and problem-solving.

Teachers play a crucial role in nurturing creativity in their students. Our college offer interdisciplinary programs and courses that integrate knowledge from multiple fields of study.

A Video Editing and Poster making Program was conducted by the ICT club of Malabar B Ed Training College, to introduce the basic skills and techniques of Poster making using the Canva app and the Basics of Video editing through VN and In Short App.

An Arts and Drama Camp conducted nurtures creativity, critical thinking, empathy, and personal growth among students.

Induction Programme conducted by ICT Club of Malabar College , was also aims to increase the creativity .

The college has conducted workshop on creating YouTube channel and how to upload videos in the channel.

Intellectual and Thinking Skill

Intellectual and thinking skills encompass a broad range of cognitive abilities that individuals use to process information, solve problems, and make decisions. These skills are essential for learning, reasoning, and adapting to new situations.

Our college offer a wide range of extracurricular activities, clubs, and organizations that provide opportunities for students to express their creativity outside the classroom.

Workshop on Statistics was held on 15,18,19 at college auditorium was aiming on enhancing the intellectual and thinking skill of our students.

The Workshop on understanding the ICT for lesson planning was also the part of this.

Life Skill

Life skills are abilities and competencies that individuals use to effectively navigate daily life and interact with others. These skills are essential for personal development, social interaction, and overall well-being.

Training on soap making , that inspired students more.

Malabar B.Ed. training college yoga club conducted a workshop on yoga basic , that motivated students in understanding oneself.

Certificate Course on Communicative English on February 27&28 by Sri. Rajesh Mohan was also to improve the communication skill of the students.

Malabar B.Ed. training college Camp conducted several programs aims life skill, intellectual and thinking skill, creativity, empathy, etc. A

The studenst distributed study materials to the student of Vekkal UP school. The project was named as ' pusthaka poomazha'.

The Life skill trainer Dr. Seema Karthikeyan has conducted workshop on life skill among prospective teachers to train our students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant 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: A. Any 8 or more 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:** A. Any 8 or more 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: A. All 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: A. All 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: A. All 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: A. All 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

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:****1. SELECTION OR IDENTIFICATION OF SCHOOLS FOR INTERNSHIP: PARTICIPATIVE/ON REQUEST.**

First the students will be given a list of schools under the college for internship. After that all the students can opt three options according to their convenience. The teachers collect this data and observe it carefully. The teachers then made the internship list of students under schools based on the distance to the school for students and the school's capacity for affording the students for internship. Then a list is made, and it is given to schools for confirmation.

2. ORIENTATION TO SCHOOL PRINCIPAL/TEACHERS

The official letter sent to schools requesting authorisation for teaching practice outlines general guidelines for teaching practice. The observation includes optional teachers who provide necessary instructions while visiting the schools.

3. ORIENTATION TO STUDENT GOING FOR INTERNSHIP

The orientation programme in connection with the teaching practice takes place in many layers. The most important it is 5 days school visit. This includes the visiting of the school allocated to each student and to get a clear awareness about the school, the class, and the teachers. The orientation includes the workshop of preparing of the lesson plan and the lesson aid. The internship programme is completed in two phase schedules. The first phase of the internship is completed after 40 working days in the highschool. The second phase is completed in upper primary or higher secondary classes.

4. DEFINING ROLE OF TEACHERS OF THE INSTITUTION

In the college, two teachers responsible for teaching practice for each optional subject observe a student's class at least five times in two phases. The teachers assess the student's performance and give feedback.

During each of the observation, students are given rubric based feedback. The trainees are also guided by the mentors in the school.

5. STREAMLINING MODE/S OF ASSESSMENT OF STUDENTS PERFORMANCE

The student's performance is evaluated by the two mentors assigned for each intern for both phases who give feedback regularly and assess the performance based on classroom observation. Also, during the internship period, at least 5 visits are done by the supervising teachers to give feedback and assess the student's performance. Classroom teaching is evaluated using a rubric for making it more objective and reliable.

6. EXPOSURE TO VARIETY OF SCHOOL SET UPS

By going to school for a interns/student internship they ensure opportunities to understand curricular, co-curricular, and extra-curricular activities held at school/Teacher education institution. Through the EPC 'initiative school experience' in second semester students visit the school and get a first-hand understanding of its functioning. Through internship students get an idea of how a school system can move forward in better way.

7. PREPARE AND TRAIN STUDENTS

Before students begin their internships, offer preparatory training on professional conduct, classroom management, and specific requirements of the partner institutions. Provide resources such as guidelines on internship expectations and tips for making the most of the experience. This preparation helps students transition smoothly into their roles.

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: 5

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

Response: 20

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: A. Any 8 or more 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:

Organizing an internship program for Malabar Training college involves a strategic approach to ensure it effectively bridges academic learning with practical teaching experience. Here's a concise guide on the preparatory efforts required to establish a successful internship program:

1. Define Objectives and Scope

First, clarify the objectives of the internship program. These might include providing students with hands-on teaching experience, enhancing their classroom management skills, or offering exposure to diverse educational settings. Understanding the goals helps in structuring the program to meet both student needs and institutional expectations.

2. Assess Student Needs and Interests

Conduct surveys or focus groups to gauge students' interests and career aspirations. This helps in tailoring the internships to align with their educational and professional goals. For instance, some students may prefer early childhood education, while others might be interested in secondary education or special education.

3. Design the Program Framework

Decide on the structure and duration of the internships, such as a semester-long placement or a summer program. Define eligibility criteria, such as completed coursework or specific skills, and outline the credit system if the internships will contribute to academic qualifications. Develop assessment methods, including performance evaluations and feedback mechanisms.

4. Prepare and Train Students

Before students begin their internships, offer preparatory training on professional conduct, classroom management, and specific requirements of the partner institutions. Provide resources such as guidelines on internship expectations and tips for making the most of the experience. This preparation helps students transition smoothly into their roles.

5. Monitor and Support

Implement a system for regular check-ins with students, mentors, and partner institutions to monitor progress and address any challenges. Provide ongoing support to students through mentorship or counselling. Feedback from these interactions is crucial for resolving issues and

improving the program.

6. On-Site Visits

Faculty Visits: Arrange periodic visits by faculty members or internship coordinators to the internship sites. These visits allow faculty to observe students in action, interact with their supervisors, and assess the overall quality of the internship experience.

7. Evaluate and Refine

At the end of each internship cycle, collect feedback from all stakeholders, including students, mentors, and partner institutions. Evaluate the program's success based on predefined metrics and gather insights for improvement.

8. Documentation and Reporting

Maintain Records: Keep detailed records of student performance, feedback, and any issues that arise during the internship. This documentation is essential for evaluating the program and making necessary adjustments.

9. Promote and Communicate

Communicate the details of the internship program to students through orientation sessions, brochures, or online platforms. Highlight the benefits, application process, and success stories to generate interest and encourage participation. Engage with potential partner institutions to build a network and explore new opportunities for collaboration.

By carefully implementing these steps, Malabar Training college can develop a robust internship program that not only enhances students' practical teaching skills but also strengthens their readiness for their future careers in education.

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: A. All 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: A. All 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: 18.75

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

Response: 3

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: 5.94

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

Response: 95

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:

Malabar B Ed Training College, Peravoor, recognizes the pivotal role of its teaching staff in shaping the academic excellence of its students. With a commitment to continual improvement, the college has implemented various strategies to assure and enhance the quality of its teaching faculty.

1)In-House Activities

One of the cornerstone strategies employed by Malabar B Ed Training College is the organization of in-house activities aimed at professional development. Faculty Development Programmes serve as platforms for sharpening pedagogical skills, updating subject knowledge, and fostering a culture of lifelong learning among the teaching staff. Additionally, interactive sessions with subject matter experts provide invaluable insights and facilitate the exchange of ideas, enriching the teaching-learning process. The active participation of teachers in various seminars further broadens their perspectives and keeps them abreast of emerging trends in education.

2)Collaborative Initiatives

Collaboration lies at the heart of academic growth, and Malabar B Ed Training College emphasizes collaborative initiatives to empower its teaching faculty. Participation in seminars, workshops, and conferences not only exposes educators to diverse viewpoints but also cultivates a spirit of academic fellowship. Notably, the college encourages faculty members to present papers at such events, thereby showcasing their research skill and contributing to the dissemination of knowledge within the academic community.

3)Discussions on Policies and Regulations

Staying attuned to evolving educational policies and regulations is imperative for educational institutions. Malabar B Ed Training College facilitates discussions on pertinent policies and regulations, providing a forum for educators to delve into their implications and explore effective implementation strategies. A recent discussion on the National Education Policy 2020 exemplifies the college's proactive approach towards engaging with contemporary educational reforms. By leveraging the expertise of external stakeholders, such discussions equip the teaching faculty with the requisite knowledge to adapt to evolving educational landscapes.

4)Favourable Atmosphere for Faculty and pursuing of higher academic qualifications by faculty.

Recognizing the symbiotic relationship between research and teaching, Malabar B Ed Training College fosters a conducive atmosphere for its faculty members to engage in research endeavours. The provision of favourable support to research scholars cum faculty underscores the college's commitment to nurturing academic excellence. With four research scholars embedded within the faculty, the college catalyses a

culture of inquiry and innovation, where research findings inform pedagogical practices and enrich the academic discourse.

5)Webinars and Online Courses: Many teachers participate in online webinars and courses to acquire new skills and knowledge. These virtual platforms provide flexibility and access to a wide range of topics relevant to education, including innovative teaching methods and assessment techniques.

Malabar B Ed Training College, Peravoor, stands as a beacon of excellence in assuring and enhancing the quality of its teaching faculty. Through a comprehensive framework encompassing in-house activities, collaborative initiatives, policy discussions, and support for research endeavour, the college empowers its educators to excel in their roles as facilitators of knowledge. By prioritizing faculty development, Malabar B Ed Training College not only enriches the academic experience of its students but also contributes to the broader advancement of 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:

The evaluation of the students is an integral part of the teaching-learning process. The Continuous Internal Evaluation (CIE) encourages the students to progress continuously in the semester leading to thorough understanding of the course. The main advantages of continuous assessment are that both students and lecturers obtain feedback from the process which can then be used to improve teaching and learning, and the final result is based on evidence gathered over the span of the learning period.

Malabar Training College, Peravoor, has implemented Continuous Internal Evaluation (CIE) to assess student learning outcomes regularly. The CIE process is an ongoing cycle of monitoring and evaluating student progress, providing timely feedback to improve learning outcomes. The CIE process has the following major components:

Assignments: Students are given periodic assignments to evaluate their understanding of theoretical concepts. These assignments are designed to test their critical thinking, analytical skills, and problem-solving abilities.

Class Tests: Regular class tests are conducted to assess students' knowledge and comprehension. These tests help identify areas where students need additional support.

Seminar Presentations: Students are required to present seminars on specific topics, developing their communication and presentation skills. This component encourages students to research, analyze, and articulate their thoughts effectively.

Project Work: Students undertake project work, applying theoretical concepts to practical problems, enhancing their critical thinking and problem-solving skills. This component enhances their critical thinking, problem-solving skills, and creativity.

Quizzes: Quizzes are conducted to assess students' knowledge and understanding of specific topics. These quizzes help students reinforce their learning and identify areas for improvement.

Practical and Field-Based Assessments

These assessments evaluate students' ability to apply theoretical knowledge in real-world teaching scenarios.

Field Reports: Reports and reflections from field visits or observations are evaluated to assess practical application and understanding.

Peer Evaluation: Students evaluate their peers' performance, promoting critical thinking and collaboration. This component helps students develop essential skills like teamwork, communication, and feedback. This component encourages students to take ownership of their learning and develop a growth mindset.

Online Assessment

Online assessments utilize digital platforms to evaluate students' knowledge and skills, offering flexibility and efficiency.

Online Quizzes and Tests: Digital quizzes and tests are conducted using learning management systems (LMS) or specialized assessment tools. They provide immediate feedback and can include various question formats (e.g., multiple-choice, true/false).

Discussion Forums: Online discussion boards and forums are used to assess students' participation and engagement in course topics. They facilitate asynchronous interactions and reflective learning.

Self-Assessment: Students reflect on their own learning, identifying strengths and areas for improvement.

The CIE process is ongoing, with feedback provided to students at regular intervals. This continuous evaluation helps identify learning gaps, enabling teachers to modify their instruction strategies. The institution's faculty members are trained to design and implement CIE components, providing constructive feedback to students. The CIE components are designed to assess various skills and

knowledge, providing a comprehensive picture of student learning. By emphasizing continuous evaluation, Malabar Training College ensures students remain engaged and motivated, leading to improved academic performance and overall growth.

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: A. Any 4 or more 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:

Malabar Training College Peravoor is committed to ensuring a conducive environment for academic excellence and student welfare. The operational effectiveness of grievance redressal related to examinations plays a pivotal role in upholding this commitment.

1. Evaluation and Examination Cell (EEC)

- The EEC is entrusted with the responsibility of overseeing the evaluation and examination processes at Malabar Training College, Peravoor.
- It ensures transparency, fairness, and accuracy in the assessment of student performance.
- The EEC coordinates with faculty members to conduct examinations, evaluate answer scripts, and compile results in a timely manner.

2. Working of Grievance Cell

- The college has a dedicated Grievance Cell to address concerns and complaints related to examinations promptly.
- Students are encouraged to approach the Grievance Cell with any grievances or issues they encounter during the examination process.
- The Grievance Cell maintains confidentiality and impartiality while resolving grievances to ensure student satisfaction.

3. Accessibility to Teacher Educators:

- Students are provided with open channels of communication to reach out to teacher educators and share their concerns regarding examinations.
- This accessibility fosters a supportive learning environment where students feel empowered to voice their opinions and seek assistance when needed.

4. Resolution of Internal Marks Grievances

- Grievances related to internal marks are efficiently addressed by the EEC itself, ensuring swift resolution and fair treatment of students.
- Transparency is maintained throughout the process, and students are kept informed of the status of their grievances.

5. Communication of Results

- The results of internal assessment for both theory and practical courses are prominently displayed on

notice boards and communicated to students.

- Corrected answer scripts are distributed to students, allowing them to review their performance and understand their strengths and areas for improvement.

6. Provision for Re-Tests in Case of Medical Emergencies

- In the event of medical emergencies or unforeseen circumstances, provisions for re-tests are available to students, ensuring that they are not disadvantaged due to circumstances beyond their control.

7. Continuous Monitoring of Student Performance

- The college regularly communicates students' performance to them, providing valuable feedback to aid their academic progress.

- Tutors engage in discussions with students to assess their progress and provide guidance for improvement.

8. Addressing Complaints on University Exam Question Papers

- Complaints regarding university exam question papers are promptly addressed by forwarding them to the principal for further action and resolution.

9. Consideration of Student Complaints on Evaluation of University Answer Scripts

- Student complaints concerning the evaluation of university answer scripts are carefully considered and addressed to ensure fairness and accuracy in assessment.

The operational effectiveness of grievance redressal related to examinations at Malabar Training College, Peravoor reflects the institution's commitment to maintaining academic integrity, transparency, and student welfare. By fostering open communication channels, ensuring prompt resolution of grievances, and upholding fairness in assessment processes, the college continues to create a conducive learning environment conducive to student success.

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:

Assessment of Teaching-Learning Process: One of the primary foci of **internal evaluation** measures is the assessment of the teaching-learning process. This involves evaluating the methods employed by faculty members, the relevance of the curriculum, and the engagement levels of students. Feedback mechanisms such as peer evaluations, classroom observations, and student surveys are commonly utilised to gather comprehensive insights into the effectiveness of teaching practices.

In order to ensure the seamless execution of Continuous Internal Evaluation (CIE), the Institution follows the **University academic calendar** and then creates a College Academic Calendar with educational, co-curricular, and extracurricular activities. The dates for the start and finish of the semesters, as well as key occasions, extracurricular activities, and internal exam schedules, are all listed on the academic calendar. The anticipated dates for university exams and practical tests are also included in the academic calendar. The schedule is created in compliance with university regulations and the academic calendar.

The university's Academic Calendar helps students and staff keep track of important dates and events, including academic evaluations and extracurricular activities. It includes various assessment tools like tests, assignments, and portfolios to measure students' skills and progress in their B.Ed training.

Learning Outcomes and Student Performance

At the start of each academic year, students receive the academic calendar both online and in print. This calendar, which includes exam and practical schedules, helps students plan their studies. Each semester, detailed semester plans are created and shared via WhatsApp and posted on the notice board, with updates made as needed. Exam dates are announced by the Evaluation and Examination Committee (EEC). In accordance with the academic calendar, the Evaluation and Examination Committee (EEC) releases exam dates, guidelines for tasks and assignments, Enhancing Professional Competency (EPC), and practicals.

Students turn in tasks and assignments, documentation proving their enhanced professional competency (EPC), and records of their practicals on the dates specified in the academic calendar.

The Academic Calendar also includes information about the date of the internship's mid-evaluation.

The Internal Quality Assurance Cell (IQAC) ensures the curriculum is evenly covered in each class. If a syllabus isn't completed on time due to unforeseen issues, additional courses are arranged. Students' progress is continuously assessed through seminars, projects, tests, assignments, competency courses, internships, and final exams. 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.

Feedback mechanisms are crucial at Malabar B.Ed College, enabling communication among students, faculty, and staff for continuous improvement. Regular feedback, exit interviews, and surveys help identify areas for enhancement. Additional lectures are scheduled to complete the syllabus before exams. Continuous internal assessments, including seminars, projects, tests, and internships, monitor students' progress. The principal conducts regular reviews to ensure events on the academic calendar are executed and adjusts schedules as needed.

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:

Program learning outcomes (PLO), program specific outcomes (PSO), and course learning outcomes (CLO) are all explicitly specified in every program. These are made generally known by being shown on the college website, as well as on the syllabus for each course and the first portion of the curriculum of the approved program. These describe the abilities and information that a student should have in a given subject after completing their undergraduate or graduate program. Teachers create a thorough course schedule ahead of time for each semester and adhere to it strictly. They use time tables that are organised in accordance with the outline to guarantee that the course is covered on time. The chosen teaching strategies are carefully chosen to satisfy the PLOs and CLOs.

When creating the course schedule, which includes the intended learning outcome that the instructor aims to accomplish, the PLO and CLO are also taken into consideration. During the course syllabus discussion at the start of the semester, the instructor states the course outcome clearly. At the beginning of every class, students are also informed of the learning objective.

Within the Affiliating University's curricular framework, all facets of teaching and learning are in line with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The faculty creates monthly and semester plans based on the CLOs listed in the program's curriculum for each course to guarantee this alignment. Additionally, students' progress is monitored throughout the course by mentor professors who serve as mentors to them. To get students ready for their final exam, the institution administers internal examinations in the form of unit tests and a model exam at the end of the semester. One significant aspect of internal evaluation is the learning activities that are assigned to every student as part of the course outline.

Affective development, according to the PLOs and CLOs, is attained by students engaging in a variety of first-hand experiences including yoga, athletics, cultural activities, practical work, and extracurricular activities in addition to concentrating solely on cognitive components.

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: 99.59

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
100	96	95	96	96

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
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:

When creating a framework for teaching and learning, programme learning outcomes and course learning outcomes are helpful. Additionally, the course results paint a clear picture of the course's chances for entrepreneurship, skill development, and employability. The BEd is essentially divided into Theory Course and Practical Course throughout 4 semesters of 100 working days each in order to meet the specified PLOs and CLOs. Students gain theoretical knowledge on the following topics: school organisation, assessment techniques, psychological development of the learner, methodological and pedagogical aspects of teaching various school subjects, and philosophical and sociological aspects of

society through the designated theory course. A significant emphasis is placed on the Practical Course for Bachelor of Education (BEd) students, offering three distinct categories: college-based, community-based, and school-based practical courses. College-based practicals encompass a diverse range of activities including Microteaching, Peer Enhancing Professional Competencies (EPCs), Yoga, Health and Physical Education, Preparing Teaching Learning Materials, Faculty Demonstration Classes, Criticism Classes, Art and Drama in Education, and Discussion Lessons. Community-based practicals involve immersive experiences such as Community Living Camps, Socially Useful Productive Work (SUPW), Community Work, and Study/Field Trips. Meanwhile, school-based practicals provide invaluable real-world exposure through one-week introductory school experiences and an extensive 80-day school internship. Internal assessment tools such as unit tests, model exams, assignments, and activities are utilized to monitor the achievement of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in theory courses, while external evaluation is conducted through university examinations. Evaluations for the Practical courses are done by keeping records and by direct observation. The practice teaching internship is how the BEd programme achieves one of its main goals. A student teacher conducts 60 classes, three of which are ICT integrated, during the teaching practice period. By incorporating both theoretical and applied elements, our teacher education and research programs offer a comprehensive approach. Internships within teacher education programs span six weeks, during which students undergo evaluation through direct observation and the application of rubrics. Moreover, students are required to produce a research-based dissertation, which undergoes assessment both internally and externally, thus providing invaluable research experience. Our goal is to enlighten students' futures by providing them with comprehensive education, empowering them to reach their full potential, and instilling in them a strong set of values to guide their journey. Additionally, we strive to usher in a new era of enlightened learning, where educators are equipped with innovative tactics, grounded in ethical ideals, and provided with holistic training to thrive in the dynamic landscape education."

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: 102

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

Response: 102

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:

Assessment tasks in education are crucial for evaluating how well students' learning needs are being met. These tasks help educators gauge whether the teaching strategies employed are effective and whether students are making the desired progress. By analyzing student performance on various assessment tasks, educators can identify areas of strength and areas that require further intervention. Here, we describe the extent to which assessment tasks and student performance reflect initially identified learning needs, using examples to illustrate this relationship.

Before designing assessment tasks, it is essential to identify students' learning needs. These needs can be identified through:

Diagnostic Assessments: Pre-tests, surveys, and initial observations that provide baseline data on students' knowledge and skills.

Learning Profiles: Information on students' learning styles, preferences, and potential barriers to learning.

Educational Goals: Objectives set based on curriculum standards and individual student goals.

Example 1: Diagnostic Assessment in Mathematics

At the beginning of a mathematics unit on fractions, a diagnostic test revealed that many students struggled with basic fraction concepts, such as identifying and comparing fractions. Based on this information, the teacher designed a series of formative assessments to monitor students' progress in understanding fractions.

Performance Analysis:

Students who initially struggled showed significant improvement in identifying fractions after Task , indicating that their learning needs were effectively addressed through targeted instruction.

Example 2: Summative Assessment in Language Arts

In a language arts class, students were identified as needing improvement in their writing skills, particularly in structuring essays and using descriptive language. The teacher set specific learning objectives and used both formative and summative assessments to measure progress.

Task: Write a persuasive essay on a given topic, incorporating specific elements such as a clear thesis, supporting arguments, and descriptive language.

Performance Analysis:

The final essays were evaluated against a rubric that assessed structure, clarity, argumentation, and use of descriptive language. Students who initially struggled with essay structure showed marked improvement, indicating that the instructional focus on outlining and organizing ideas was effective. Those who needed help with descriptive language demonstrated progress through their use of vivid and varied vocabulary, reflecting that targeted vocabulary exercises and examples during lessons catered to this need. However, some students still faced challenges in argumentation, suggesting a need for continued focus on developing critical thinking and reasoning skills.

The performance of students on various assessment tasks is a direct reflection of how well their initially identified learning needs are catered to. Effective diagnostic assessments help identify these needs, allowing educators to tailor their instruction and assessment tasks accordingly. By continually analyzing student performance, educators can ensure that their teaching strategies are effective and adjust them as needed to better support student learning.

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: 3.92

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: 0.2

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
1	0	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant 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
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any 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: A. Any 4 or more 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: A. All 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
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: 0.25

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	0	0	1	2

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: 0.69

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
10	0	1	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: 23.4

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
64	15	10	11	17

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: 50.05

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
110	105	100	98	98

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: 19.88

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
98	105	0	0	0

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:

Malabar B Ed Training College recognizes the profound impact of social issues and community development on shaping the fabric of society. As an institution committed to holistic education, we understand the importance of addressing pressing social challenges.

As a part of the community development, The project 'SNEHARAMAM' was hosted by Malabar B Ed Training College. The aim was to convert this place into a park. Volunteers collected many things from the trash and used it for decorating the park and make the land more useful and soothing. The transformation of a vacant land into a vibrant park by Malabar B Ed Training College stands as a testament to the power of community collaboration and proactive engagement. Through meticulous planning, dedication, and the collective efforts of students, faculty, and local stakeholders, the once underutilized space has been revitalized into a valuable community asset. The park now serves as a hub for recreational activities, social gatherings, and environmental appreciation, fostering a sense of belonging and pride among residents.

To provide an awareness about the use of drugs by the younger generation a programme named 'Aasadsadass' was conducted. The session aimed to educate students about the dangers of substance abuse and its detrimental effects on individuals and society.

The awareness class on mobile addiction in teenagers, its influence on youth cybercrimes, and cyber safety has provided valuable insights into the complex relationship between technology use, online behaviour, and digital safety. Participants have gained an understanding of the addictive nature of mobile devices and how excessive use can lead to negative consequences such as decreased productivity, impaired social interactions, and adverse effects on mental health. The awareness class on menstrual hygiene, personal hygiene, and the menstrual cup has provided invaluable information on essential aspects of women's health and well-being. Participants have learned about the importance of maintaining good menstrual hygiene practices during menstruation. This includes changing sanitary products regularly, washing the genital area with clean water and mild soap, and proper disposal of used menstrual materials. Emphasizing menstrual hygiene not only prevents infections but also promotes overall health and comfort during menstruation. The class has highlighted the significance of overall personal hygiene beyond menstruation. This includes daily bathing or showering, washing hands regularly with soap and water, brushing teeth twice a day, and wearing clean clothes. Practicing good personal hygiene is essential for preventing the spread of germs, reducing the risk of infections, and maintaining physical and mental well-being. Participants have been introduced to menstrual cups as an alternative menstrual hygiene product. The exam duty of LSS and USS invigilators is a critical component of the education system, reinforcing the importance of integrity, fairness, and professionalism in the assessment process. communicative English class conducted at Vekkalam UP School has been a resounding success, enriching the learning experience of students, empowering educators, and fostering a culture of communication, collaboration, and lifelong learning.

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: 20

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
18	0	0	1	1

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: 16

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
44	8	10	1	17

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: 12

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: 12

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: A. All 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:

Malabar Training College, Peravoor, established in the academic year 2005-06, operates under the affiliation of Kannur University and holds recognition from the NCTE. Located on a sprawling 5.20-acre campus, the college is dedicated to training high-quality teachers to meet the needs of an increasingly globalized society.

The college offers a structured two-year B.Ed program that includes instruction in six pedagogic courses: English, Malayalam, Mathematics, Natural Science, Physical Science, and Social Science. In addition to these core subjects, students participate in practice teaching at various schools.

With a current enrollment of 220 student teachers, the college boasts 14 well-ventilated classrooms. Each classroom is equipped with modern teaching aids such as projectors, and smart TVs for learning. Rooms dedicated to optional subjects provide spaces for group discussions and collaborative projects. Essential administrative facilities, including the Principal's office, staff room, and administrative office, support the smooth functioning of the college. Furthermore, the campus includes a seminar hall, a multipurpose hall an innovative open-air classroom, known as the 'pedagogic park,' which offers diverse and dynamic learning environments.

The college library is a cornerstone of academic resources, housing a collection of 6,005 books, 22 journals, and periodicals. It can accommodate up to 40 students simultaneously, to support practical learning, the college maintains well-equipped laboratories for Science Social, and Mathematical Sciences, integrated with the respective classrooms to enhance hands-on educational experiences. A dedicated computer lab and Language lab further complements the teaching facilities. Accessibility is also a priority, with ramps and separate toilets provided for students with disabilities.

Sports and physical education are integral parts of the college's offerings. The campus includes a playground for various sports activities, shuttle and volleyball courts and we have an agreement to share ground with St. Joseph's Higher Secondary School, Peravoor. Additionally, a fitness center, a dance room, counseling room and a physical education room facilitate a range of minor games and physical activities. Ample vehicle parking is available for students and staff.

Digital literacy is a key focus, with the college housing a computer laboratory equipped with multimedia facilities, including 20 computers. This allows students to engage with technology-enhanced learning materials, significantly enriching their educational journey. The campus also features a Multimedia Interactive Hall, A Content distribution System fosters creativity through audio and video content creation, further extending the college's educational reach. The college also utilizes YouTube channels to disseminate educational content, reaching a wider audience beyond the campus.

In alignment with sustainable practices, the college has implemented solar lights and have a well-furnished IQAC Conference hall. This initiative promotes eco-conscious practices while minimizing operational costs, reflecting the college's commitment to sustainability.

In conclusion, Malabar Training College stands as a beacon of educational excellence. With its comprehensive infrastructure, modern facilities, and a strong commitment to holistic development, it provides a nurturing environment for the future educators of tomorrow.

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: 57.14

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: 14

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: 21.85**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
7.76510	2.28476	0.36600	0.19000	12.16021

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 at Malabar Training College, Peravoor boasts a huge collection of 6,005 books, selected to meet the diverse academic needs of its student and faculty community. This library employs an Integrated Library Management System (ILMS) to streamline its operations, efficiently managing bibliographic data such as titles, authors, subjects, and call numbers. This system significantly enhances accessibility by enabling users to easily locate resources within the library's extensive collection.

Central to the library's operations, the ILMS plays a pivotal role in the digitalization and computerization of its resources. Students benefit from access to a vast array of e-books, journals, and databases through strategically placed computer terminals within the library premises. The ILMS facilitates seamless searching, borrowing, and management of library resources, ensuring efficient utilization of academic materials. Automated notifications for due dates and holds minimize the occurrence of late fees, enhancing user convenience and administrative efficiency.

A standout feature of the ILMS is its ability to provide regular updates to the library's online catalogue, ensuring that students and faculty have access to the latest information on available resources. This dynamic feature fosters a vibrant learning environment and supports academic research endeavours. Furthermore, the system allows users to easily search for, reserve, and renew books, promoting effective

resource utilization and maximizing the benefits of the library's extensive collection.

In addition to its fundamental functions, the ILMS supports advanced features such as online reservation systems and personalized user accounts. Students can personalize their library experience by setting preferences and receiving tailored recommendations based on their academic interests and borrowing history. This personalized approach enhances user engagement and facilitates deeper exploration of relevant scholarly materials.

Aligned with contemporary library practices, Malabar Training College emphasizes continuous improvement and adaptation to technological advancements in its library services. The ILMS enables efficient management of circulation services, cataloguing, and inventory control, optimizing overall operational efficiency. Regular updates to the software ensure compatibility with emerging technologies and evolving user needs, demonstrating the college's commitment to providing a cutting-edge educational experience.

In summary, the Integrated Library Management System implemented at Malabar Training College underscores its dedication to enhancing scholarly pursuits and facilitating academic excellence. By leveraging technology to streamline library operations and promote resource accessibility, the college reinforces its role as a leader in educational innovation and student support. The ILMS transforms the library into a dynamic hub of digital learning, empowering users to explore, discover, and engage with knowledge effectively in today's digital age.

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 library plays a vital role in supporting B.Ed students and teachers by providing a vast collection of educational resources, including books, journals, and digital media. It offers a quiet and conducive study environment, facilitating research and learning. The library's extensive collection of textbooks, reference materials, and educational literature helps students and teachers stay updated on the latest teaching methodologies and curriculum developments. Additionally, the library provides access to online resources, educational databases, and e-journals, enabling users to explore a vast array of academic and professional information. Librarians also offer guidance on information literacy, research skills, and referencing, empowering students and teachers to effectively locate and utilize resources. Furthermore,

the library often collaborates with faculty members to develop course-specific resource lists and supports teachers in developing their curriculum and pedagogy. By providing these resources and services, the library serves as a hub for academic and professional growth, supporting the educational endeavors of B.Ed students and teachers.

Since 2024, the college has adopted cloud- based library services, utilizing ILMS for automation, enhancing functions and services. The online public access catalogue (OPAC) ensures round -the -clock access to bibliographic, details of library books, operating seamlessly on the cloud.

ILMS Software

The ILMS software employed by the college enables remote access to designated library resources, in cooperating link to both open access and subscribed journal content pages. This integrated system facilitates easy access to a diverse range of free e-journals, empowering users to enrich their academic pursuits effortlessly.

The college administrators its operations, including library management, through the ILMS software, accompanied by a user-friendly mobile app. This app streamlines access for students and staff alike, offering specialized features like library go and library visits, optimizing convenience and usability. Remote access to library resources enables students and teachers to conveniently browse, search and retrieve academic materials from anywhere with an internet connection. The institution provides a way for students and teachers to access library resources from a distance, typically through online platform for digital system this allows them to use library materials and services without physically being present in the library building.

alabar Training College recognizes the pivotal role of library resources in fostering academic excellence. Through its remote access provision students and teachers gain unfettered access to a wealth of knowledge. The digital infrastructure enhances learning opportunities by enabling users to explore a diverse array of resources at their convenience.

The remote access to library resources facilitates empowering students to delve deep into their subjects of interest and educators to enrich their teaching materials. Whether accessing e-books multimedia resources, the digital library ecosystem cactus to the diverse needs of the academic community. My embracing remote access to library resources Malabar Training College demonstrates its commitment to fostering and dynamic and enriching academic environment.

File Description	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
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: 0.25

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
1.05969	0.03377	0.01900	0.02400	0.11007

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: 10.8

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: 576

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: 632

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: 280

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: 527

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: 588

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: B. Any 3 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:

Malabar Training College in Peravoor is committed to providing cutting-edge ICT facilities to enhance the learning experience of its students and facilitate academic excellence. The college has invested significantly in various ICT infrastructure, including a YouTube channel, live studio, smart classrooms, computer lab, computerized library, CCTV cameras, high-speed Wi-Fi, biometric thumb, and digital Content Distribution System. This report provides an overview of these facilities and their impact on the college's academic environment.

Live Studio:

The college has established a studio equipped with professional audio and video recording equipment. This facility enables students and faculty members to create high-quality educational content, including lectures, tutorials, and presentations. The studio encourages innovative teaching methods and provides a platform for sharing knowledge beyond the classroom.

Smart Classrooms:

The college features smart classrooms equipped, projectors, and audio-visual aids. These classrooms facilitate dynamic and engaging teaching sessions, allowing instructors to integrate multimedia content seamlessly into their lessons. Smart classrooms enhance student participation and comprehension while promoting interactive learning experiences.

ICT and Computer Lab:

The college maintains dedicated ICT and computer labs equipped with modern hardware and software resources. These labs provide students with hands-on experience in utilizing ICT tools for academic purposes. All classrooms come with ICT facilities. There are six classrooms and each equipped with a

Smart TV and Wi-Fi connectivity. Students have access to a wide range of software applications relevant to their coursework, empowering them to develop essential digital skills and competencies.

Computerized Library

The college library has been digitized and computerized to streamline access to educational resources. Students can search and access a vast collection of journals, and databases using computer terminals located within the library. The computerized library enhances resource discovery and retrieval, enabling students to conduct comprehensive study effectively.

CCTV Cameras and High-Speed Wi-Fi:

The college campus is equipped with CCTV cameras, were installed campus-wide in 2017 to ensure the safety and security of students, faculty, and staff. The surveillance system helps monitor campus activities and deter unauthorized access or incidents. Additionally, high-speed Wi-Fi connectivity is available throughout the campus, allowing students to access online resources, collaborate with peers, and engage in digital learning activities seamlessly.

Biometric Thumb recognition technology

The college has implemented biometric thumb recognition technology for attendance tracking and access control. This system ensures accurate and efficient attendance management, reducing administrative burden and promoting punctuality among students.

Content Distribution System:

The college has established a Content Distribution System to foster innovation and entrepreneurship among students. It provides access to cutting-edge technology resources, mentorship, and networking opportunities to support student-led projects and initiatives.

YouTube channel

The college manages a YouTube channel creating education-related videos.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 11.25

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
Link for 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
Link for additional 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: B. Any 4 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 for 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: 26.43

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
5.43564	4.05809	2.02910	6.47661	9.54016

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
Link for 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:

Malabar Training College in Peravoor has established comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities to ensure a conducive learning environment for its students. The college recognizes the critical role these facilities play in fostering academic excellence and facilitating overall student development. Here's an overview of the systems and procedures in place:

1. **Facility Maintenance Protocol:** The college follows a stringent maintenance protocol for all its facilities, including laboratories, libraries, sports complexes, computers, and classrooms. Regular inspections, repairs, and upgrades are conducted to ensure that the facilities are in optimal condition for student use.
2. **Laboratory Management:** The College maintains state-of-the-art laboratories equipped with the latest equipment and technology relevant to various academic disciplines. A designated team oversees the management of these laboratories, ensuring that they are well-stocked, organized, and maintained to meet academic standards and safety regulations.
3. **Library Services:** The college library is a hub of knowledge resources, housing a vast collection of books, journals, periodicals. The library follows a systematic cataloguing and circulation system, allowing students and faculty to access resources easily. Librarians provide assistance in reference, promoting a culture of independent learning and academic inquiry.
4. **Sports Complex Management:** The college boasts a modern sports complex equipped with facilities for indoor and outdoor sports activities. A dedicated sports committee oversees the management of the complex, scheduling events, maintaining sports equipment, and promoting student participation in various sports competitions and tournaments.
5. **Computer Facilities:** The college provides access to computer labs equipped with the latest hardware and software necessary for academic purposes. A team of IT professionals ensures the smooth functioning of computer facilities, offering technical support and training to students and faculty members.
6. **Classroom Infrastructure:** The college maintains well-furnished classrooms equipped with audio-visual aids, ensuring an interactive and engaging learning environment. Regular maintenance and cleaning schedules are followed to uphold hygiene standards and create a conducive atmosphere for teaching and learning.
7. **Safety and Security Measures:** The college prioritizes the safety and security of its students and faculty members. Adequate safety measures are in place across all facilities and CCTV surveillance. Security personnel are stationed on campus to ensure a safe and secure environment.
8. **Resource Allocation and Utilization:** The college adopts a strategic approach to resource allocation, ensuring efficient utilization of funds and facilities. Regular audits and assessments are conducted to evaluate the effectiveness of resource utilization and identify areas for improvement.

In conclusion, Malabar Training College in Peravoor has established robust systems and procedures for maintaining and utilizing its physical, academic, and support facilities. Through diligent management and strategic planning, the college strives to provide a conducive learning environment that fosters academic excellence and holistic development.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	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: A. All 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: A. Any 8 or more 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: A. All 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: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	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: 74.27

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
95	91	69	44	59

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: 12

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 11

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

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: 69.92

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
96	77	52	73	39

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:

The student council is a dynamic entity within educational institutions, serving as a bridge between the student body and the administration. It played an important role in the functioning of the institution, focusing on its initiatives, advocacy, and impact on campus life. The student's council for each year is being elected through a democratic process of voting. An efficient student council typically has a well-defined structure with elected representatives from different academic departments.

The student council takes proactive steps to enhance the student experience through various programs such as academic support programs, charity drives, arts, cultural and sports programs. By addressing diverse student needs and interests, the council contributes to a vibrant and enriching campus environment. Student council takes special enthusiasm to ensure the participation of students in inter collegiate fine arts festivals and sports meets. Union encouraged and facilitates the participation of students in Kannur University Kalolsavam for 2023. Many students from Malabar B.Ed Training College, Peravoor enthusiastically participated in the University Kalolsavam and showcased their talents across various competitions. Similarly, Kannur University sports meet 2023 served as a platform for students to exhibit their athletic talents and competitive spirit. Union ensured the participation of talented students in that meet. The student council spearheads initiatives and projects that address the diverse needs and interests of the student body such as the issues in travel. Staff advisor help students' union members for various programs. Regular meetings should be held to discuss issues, share updates, and solicit feedback from the student body. The student council along with the staff advisor prepares action plans for the conduct of various activities which include sports, arts, cultural and literary programs. Field visits, day celebrations, Extension activities of multidimensional nature, Environmental protection, Conservation and restoration activities, Activities of film club, Blood donation forum and Debate forum are some examples of the various programs organized by student council. Apart from organizing different types of

programs for developing academic and non-academic proficiencies, the student council ensures the mandatory participation of students in these programs via a rotation mechanism. Students are to participate and organize these programs according to their turn.

An efficient student council actively engages students and encourages their participation in various activities and decision-making processes. By effectively communicating student needs and priorities, the council can influence decision-making processes and bring about positive changes on campus. By fostering a culture of participation, the council ensures that student voices are heard and valued in decision-making processes an effective student council plays a crucial role in enhancing student life by promoting engagement, communication, and advocacy. By upholding these principles, the council contributes to a thriving college community where students feel empowered and supported in their academic and personal endeavors. In short student council provides opportunity to create a good teacher for the next generation.

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: 26.4

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
46	26	28	13	19

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:

The institution has an active registered alumni association named **‘REMINISCENCE’ Malabar Training College Alumni Association** significantly contributes to its development. The association supports both academic and non-academic growth, leveraging a shared network to enhance skills and knowledge. It helps alumni stay connected, offers opportunities for mutual support, and allows them to express loyalty and concern for their alma mater. Additionally, it fosters valuable social interactions between alumni and new students, providing guidance for educational pursuits and career development.

The alumni association of a teacher education institution typically focuses on fostering connections among graduates, supporting professional development, promoting the mission and values of the institution, and engaging in activities that benefit current students and the broader education community. The alumni association of the college extends multidimensional support to develop physical infrastructure, academic and functional support in the form of lectures, as resource persons in guiding and mentoring students for competitive examinations, and other financial assistance to students pursuing carrier in education. Every year the alumni association conducts a social gathering this assemblage often promotes to create a strong network, supporting each other and helps in making a positive impact in their communities and beyond. Alumni supported college development programs, guidance and mentorship for competitive exams. The alumni association members working as faculty in various higher educational institutions extend their expertise as resource persons in academic and non- academic programs. Alumni contributions are evident in various institutional activities, such as fundraising, informal interactions, placement assistance, organizing alumni meets, promoting institutional specialties, and acting as ambassadors for the institution. Two significant contributions of the alumni in the functional aspects of the institution are as follows:

Academic Support

The alumni's most visible involvement is in contributing their time and expertise to various phases of the academic program. During the student induction program, alumni interact with new students to explain and structure the program. Alumni also provide demonstration classes before internships to help current students improve their basic teaching skills. This practice is a regular part of the institution's efforts, where skilled alumni are invited to discuss and demonstrate diverse pedagogical practices. Some alumni also offer learning material support to students facing difficulty in accessing resources. Occasionally, alumni serve as resource persons for academic workshops and talks. Additionally, separate alumni interaction sessions are scheduled to guide students on examinations and practicum requirements.

Placement Assistance

Another major contribution of the alumni is in placement assistance. With alumni placed in various institutions and organizations across the country, they provide career advancement opportunities for current students. Passionate students receive guidance during different phases of their careers through interactions with alumni. Success stories and achievements of alumni are shared on social media platforms to inspire current students. Overall, alumni offer strong support to the institution's placement initiatives by connecting various educational stakeholders. In summary, the active participation of the alumni association greatly enhances the institution's development and provides valuable support in both academic and career-related aspects.

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:** A. Any 6 or more 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:** 5**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
1	1	1	1	1

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:**

Alumni associations play a pivotal role in supporting institutions by nurturing special talent through various mechanisms and theories. At its core, this relationship fosters a symbiotic bond between past and present members of an institution, creating a supportive ecosystem for growth and development. One of the primary mechanisms through which alumni associations support institutions is by providing mentorship and networking opportunities. Alumni, who have traversed similar academic paths and entered various fields, offer invaluable insights, guidance, and mentorship to current students. This mentorship can range from career advice to personal development strategies, helping students navigate the complexities of their chosen fields and make informed decisions about their future. Through networking events, alumni associations facilitate connections between students and professionals, opening doors to internships, job opportunities, and collaborative projects.

Furthermore, alumni associations often engage in fundraising initiatives to provide financial support to the institution. Whether through donations, sponsorships, or endowments, alumni contribute to scholarships, research grants, and infrastructure development, ensuring that the institution has the resources necessary to nurture special talent. By investing in the institution's growth, alumni demonstrate their commitment to its mission and vision, creating a cycle of support that benefits both current and future generations of students. The Ajitha Memorial Scholarship Fund and the Fr. Manoj Ottapalakal Memorial Endowment are exemplary initiatives within the broader framework of alumni support in the institution. Theories such as social capital and social learning underpin the effectiveness of alumni associations as support systems for institutions. Social capital theory posits that relationships and networks built within a community hold intrinsic value, facilitating the exchange of resources and information. Alumni associations serve as reservoirs of social capital, connecting individuals with shared experiences and interests. Through these connections, students gain access to a wealth of resources, including knowledge, opportunities, and emotional support, which contribute to their personal and professional development.

Alumni, as successful professionals who have walked the path that current students aspire to tread, serve as powerful role models. By sharing their experiences, triumphs, and challenges, alumni provide students with tangible examples of achievement and resilience. Through these narratives, students learn not only about the possibilities that lie ahead but also about the perseverance and dedication required to realize their goals. Moreover, alumni associations foster a sense of belonging and pride among members, instilling a strong affinity for the institution. This sense of identity motivates alumni to actively engage with and support their alma mater, knowing that their contributions directly impact the institution's success. In conclusion, alumni associations act as effective support systems for institutions by leveraging mechanisms such as mentorship, networking, and fundraising, grounded in theories of social capital and social learning. Through these mechanisms and theories, alumni associations play a vital role in motivating and nurturing special talent, fostering a dynamic ecosystem where past, present, and future members collaborate to achieve excellence.

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:

Vision

Empowering through values, enriching through education, Enlightening our future

It emphasises the cultivation of ethical principles and character development to empower individuals to make positive contribution to society. Furthermore, it highlights the importance of providing a comprehensive educational experience that goes beyond academics offering diverse learning opportunities and practical experiences to enrich students lives. Finally, it underscores the significance of preparing students for the challenges and opportunities of the future, equipping them with the knowledge, skills and insights needed to the navigate an ever-changing world with confidence and wisdom.

Mission

Empowering educators with holistic training, ethical values, innovative strategies to excel in the dynamic field of education and fostering a new era of enlightened learning

It prioritises the comprehensive development of educators equipping them with not only the latest innovative strategies but also instilling strong ethical values. By empowering educators with holistic training, the mission seeks to prepare them to excel in the constantly evolving landscape of education. Furthermore, it envisions a new era of enlightened learning, where educators serve as catalysts for transformative change, fostering a culture of curiosity, critical thinking and lifelong learning among students.

Vision and mission of the institute mainly focus on the following aspects:

- To foster a learning environment that cultivates ethical values, provides diverse

Educational opportunities and prepares students to excel in an ever-evolving future.

- To equip educators with holistic training, promotes ethical values and provides opportunities to acquire and apply innovative teaching strategies ensuring their continuous growth and effectiveness in guiding students towards enlightened learning experience.

The managing committee, the principal, the faculty members and administrative staff viz, the various tiers of administration are planning and executing all their activities by imbibing the elements of the

vision and mission of the institution in the array of programs lead by them. All academic and non-academic activities organised in the institution have the back support of the vision and mission of the institution. This blend accelerates the journey to the fulfilment of the vision of the institution.

The governance structure of the institution serves as the back bone for the effective leadership and participatory mechanism aligned with our vision and mission. A reflective governance system ensures that decision making process are transparent, inclusive and responsive to the needs of all stakeholders. Effective leadership fosters a culture of collaboration, innovative and accountability while encouraging active participation from faculty, staff, students and other key stakeholders. By embracing diversity of perspectives and promoting open communication channels, the institution governance framework facilitates strategic planning, resource allocation and continuous improvement efforts in pursuit of our vision and mission

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 signature of 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 Malabar Training College in Kannur, situated at Thiruvonappuram, Peravoor, operates under the umbrella of the Malabar Educational and Charitable Trust, overseeing 44 institutions autonomously for effective management. This governance model emphasizes decentralization and participative management, crucial for efficient administration in teacher education programs from TTC to B.Ed. levels, with the principal coordinating all activities in collaboration with various stakeholders.

Decentralization and participative Management

The institution's administration is highly decentralized, featuring activity-specific coordinators alongside statutory roles such as Staff Secretary, Staff Advisor, Returning Officer for Union Elections, Staff Editor, Women Cell Convener, and PTA President. Special coordinators handle both academic and non-academic tasks. Specific coordinators handle university exams, internships, pre-practice teaching practical, EPC activities, fine arts events, fieldwork, SUPW workshops, and school adoption projects.

Institution practices

The college operates various specialized cells and committees, including the Social Science Club for engaging in social issues, the Internal Assessment Cell for managing assessments, and the Grievance Redressal Cell for addressing grievances. The Admission Cell Coordinator manages the admission process and communicates with prospective students. The Placement Cell Coordinator organizes recruitment drives, conducts career workshops, and liaises with employers. The Arts and Cultural Cell Coordinator promotes cultural and artistic activities. The Anti-Drug Cell Coordinator implements programs to prevent drug abuse and ensure a drug-free campus. The Sports Cell Coordinator manages sports programs. The Waste Management Cell Coordinator implements waste reduction and recycling strategies. The Science Club Coordinator fosters scientific interest among students. The Eco Club and Nature Club Coordinator promotes environmental awareness and conservation. The Career Guidance Cell Coordinator supports academic and career decision-making. The Literary Club Coordinator fosters a love for literature and creative writing. The Anti-Sexual Harassment Cell Coordinator ensures a safe environment and addresses harassment incidents. The Anti-Human Trafficking Cell Coordinator raises awareness and prevents trafficking. The Energy Conservation Cell Coordinator promotes energy efficiency. The Women's Cell Coordinator advocates for gender equality and organizes events on women's issues. The Maths Club Coordinator enhances mathematical learning through activities and competitions. The NSS Coordinator oversees all National Service Scheme activities.

Malabar Training College has another various specialized cells and committees for its development and smooth functioning. The Research Cell promotes academic research and innovation. The Anti-Ragging Cell ensures a safe, welcoming environment for students. Health and Yoga initiatives enhance physical and mental well-being. The Green Campus committee focuses on sustainability and environmental responsibility. The Internal Complaint Committee handles grievances, ensuring respect and equity. The ICT Cell integrates technology into education, enhancing learning. The Peace and Harmony Forum fosters mutual respect and understanding. The Curriculum Enrichment Cell updates and improves academic programs. The Academic Calendar Committee organizes and schedules academic activities efficiently. The PTA strengthens collaboration between parents and the institution. The Ethics Committee upholds moral and ethical standards. These entities support the institution's mission of providing a comprehensive and inclusive educational experience.

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:

Malabar Training College is known for being open and responsible in its financial, academic, and administrative practices. The college aims to provide quality education and is run by the Malabar Educational and Charitable Trust, a non-profit group serving the community.

Financial Transparency

Financial transparency of Malabar Training college involves comprehensive financial statements, openly reporting how funds are allocated and spent, and maintaining clear financial policies. Detailed financial statements like income statements, balance sheets, and cash flow statements offer a thorough view of an entity's financial performance and health. Transparency in fund utilization ensures that all expenditures are tracked and reported, showing that funds are used efficiently and as intended. Clear financial policies, including accounting standards and internal controls, uphold accuracy and accountability in financial reporting, fostering trust among stakeholders.

Academic Transparency

Academic transparency in Malabar Training colleges involves clearly outlining the admission procedures, academic regulations, course details, assessment and examination processes, and conducting regular academic administrative audits. This ensures that prospective and current students understand how admissions are handled, the rules they must follow, the specifics of their courses, and how they will be assessed. Regular audits ensure these processes are consistently applied and maintained to high standards, fostering trust and accountability within the academic community. Also, curriculum committee in the college monitors and ensures all teaching learning process.

Administrative Transparency

Administrative transparency in Malabar Training college involves clearly outlining its governance structure, decision-making processes, and policies and procedures. This includes detailing how the institution is managed, how decisions are made, and the rules and guidelines that govern its operations. Such transparency ensures accountability, facilitates informed participation from stakeholders, and promotes trust in the institution's administration. The purchase committee of the college is responsible for reviewing and approving purchase requests, conducting market research, evaluating vendor responses, selecting vendors, and negotiating contracts to ensure the best value for the organization.

Other functions

In addition, Malabar Training college prioritizes effective communication, student and faculty engagement, and stakeholder satisfaction through various mechanisms. These include maintaining regularly updated websites and online portals to disseminate important information and resources promptly. Furthermore, the institution fosters a culture of inclusivity by actively involving students and faculty in decision-making processes, ensuring their voices are heard in shaping the college's policies and initiatives. Clear grievance redressal procedures are established to address any concerns or issues promptly, promoting a supportive and transparent environment for all stakeholders. Additionally, systems for collecting feedback from stakeholders are implemented to gather insights and perspectives, enabling continuous improvement and ensuring that the college remains responsive to the evolving needs of its community.

Malabar Training College's dedication to transparency truly reflects its core values. The college's

comprehensive approach, which includes financial responsibility, academic excellence, and strong administrative practices, demonstrates its commitment to surpassing regulatory requirements. In a time when accountability forms the foundation of trust, Malabar Training College exemplifies an institution where transparency is deeply ingrained in its culture and operations.

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:

School adoption project

Malabar Training college has planned and executed many long terms and short-term projects. We are always foresighted in achieving the objectives envisaged in the vision and mission of the institution. One among the long-term projects envisioned, implemented and still continuing as the flagship project of Malabar Training college is the 'school adoption project'. The institution has adopted a nearby Government Upper Primary school, Vekkalam since 2023. Our students have provided a new life to the kids coming from an extremely backward social condition and is the venue for our students for practical implementation of the theoretical orientations conversed in the classrooms. The project has helped to revitalize the school in various dimensions. We have been providing financial, academic, manpower and materials support for the school for the last one year.

Strategic planning was made and implemented for the gradual development of the school through many phases: -

In the initial phase of our project, our primary focus was on creating a child-friendly environment through culturally enriching programs organized by teacher trainees. These programs aimed to help students develop essential life skills such as leadership, teamwork, collaboration, and problem-solving, all of which are crucial for their school experience. To complement these activities, we introduced various game sessions that encouraged students to learn important social skills. Through these games, students practiced taking turns, working collaboratively, listening actively, and respecting others by playing fairly.

Moving into the second phase, we concentrated on improving students' communication skills and sparking their curiosity in science. We organized a one-hour class designed to boost students' English

language proficiency. This session included interactive activities and practical exercises intended to build confidence and fluency in their language skills. Following this, students participated in a visit to Malabar Training College for an exhibition held on National Science Day. This visit provided students with the opportunity to explore various scientific models, which further ignited their curiosity and encouraged inquiry-based learning.

In the third phase, both students and teacher trainees engaged in cleaning and decorating activities in preparation for the school's annual day celebration. This hands-on involvement not only contributed to the event's success but also helped enhance students' teamwork and communication skills. The collaborative effort required for these activities provided a practical application of the skills they had previously developed.

For the fourth phase, we aimed to boost academic excellence by distributing educational materials to students for summer holiday use, under an initiative named 'Pustaka Poomazha'. This program was designed to promote learning through hands-on experiences during the break. Our ultimate goal is to develop the school into a model institution that excels in all aspects by the year 2025. Through these phases, we are committed to creating a nurturing environment that supports both the academic and personal growth of students, ensuring they are well-prepared for future challenges.

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:

Policies And Administrative Setup

Malabar Training College functions within a decentralized administrative framework under the Malabar Educational and Charitable Trust, which acts as the apex body overseeing 44 institutions. Each institution, including Malabar Training College, operates with its own distinct Governing Body. This body is responsible for critical decision-making and governance, ensuring that the institution runs smoothly and effectively. A key feature of this system is the inclusion of the principal as an ex-officio member of the Governing Body, which facilitates direct input from the college's leadership in the governance process, ensuring that administrative operations align closely with educational goals and policies. Additionally, the day-to-day administrative tasks are managed by the Secretary of the

Institution, who represents the Managing Committee. The Secretary's role is pivotal in promoting operational efficiency and effectiveness by handling routine administrative duties, coordinating between various departments, and ensuring that the college adheres to its objectives. This dual-layered governance structure-comprising both a dedicated Governing Body and a proactive administrative overseer-ensures that Malabar Training College operates smoothly within the larger framework of the Malabar Educational and Charitable Trust, balancing autonomy with cohesive oversight.

Malabar Training College operates with the principal at its core, coordinating academic and administrative activities. The Internal Quality Assurance Cell (IQAC) ensures continuous improvement in teaching, learning, research, and other areas. Monthly staff council meetings facilitate the planning and evaluation of academic activities, fostering collaboration among various college committees. This structure is supported by a range of statutory and non-statutory bodies, aiding the principal in administrative duties. The college's decentralized yet integrated model promotes adaptability, continuous improvement, and excellence in both academics and administration.

Appointment, Service Rules and Procedure

At Malabar Training College, appointment and service rules align with guidelines from Kerala government, UGC, NCTE, and University of Kannur. These regulations govern all academic and service aspects, with recruitment processes strictly adhering to merit-based principles for teaching and non-teaching roles. The college ensures transparency and fairness, maintaining high standards in staffing practices, upholding institutional integrity, and recruiting individuals best suited for academic and administrative excellence.

The efficient and effective functioning of institutional bodies is crucial for the smooth operation and advancement of any organization, particularly training colleges. This efficiency is demonstrated through various key elements such as well-defined policies, streamlined administrative setups, transparent appointment and service rules, and clear procedures. These components work together to create a cohesive environment where the institution can operate seamlessly while upholding established norms and standards. Moreover, they promote accountability and fairness, ensuring that all decisions and actions are conducted with transparency and integrity.

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 Organogram of the Institution website	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: A. Any 6 or more 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

6.2.4

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

Response:

Malabar Training College, Peravoor, stands as a beacon of sustainable practices and environmental stewardship through the commendable efforts of its Energy Conservation Cell. The recent decisions made during the discussion on organizing the Energy Conservation Day programme exemplify the college's commitment to promoting energy conservation and fostering a culture of sustainability within its community.

The decision to conduct the Energy Conservation Day programme on 14th December 2022 is a testament to the college's proactive approach in raising awareness about energy conservation. By dedicating a specific day to this cause, Malabar Training College provides a platform for dialogue, education, and action on critical environmental issues, empowering its students and staff to become agents of positive change.

Furthermore, the decision to organize competitions such as digital poster making demonstrates the college's innovative strategies in engaging its stakeholders in sustainability initiatives. These competitions not only encourage creativity but also serve as effective tools for disseminating key messages about energy conservation and environmental protection. Through such initiatives, Malabar Training College fosters a sense of ownership and responsibility among its students, inspiring them to take proactive measures towards sustainability.

Additionally, the Energy Conservation Pledge in the seminar hall reflects the college's commitment to instilling a culture of accountability and collective action. By encouraging individuals to pledge their

commitment to energy conservation, Malabar Training College reinforces the importance of personal responsibility in mitigating climate change and reducing environmental impact.

Moreover, the announcement to imitate the usage of eco-friendly vehicles by the staff and students within a month showcases the college's proactive stance towards promoting sustainable transportation alternatives. By encouraging the adoption of eco-friendly vehicles, Malabar Training College not only reduces its carbon footprint but also sets a positive example for its community members to follow. This initiative underscores the college's dedication to practical sustainability measures that align with its values and mission.

Furthermore, the decision to conduct a cycle rally by the students within a month exemplifies the college's commitment to promoting sustainable modes of transportation. By organizing such events, Malabar Training College not only encourages physical activity but also raises awareness about the environmental benefits of cycling. This initiative fosters a sense of community and solidarity among students while promoting environmentally friendly practices.

In conclusion, the effectiveness of the Energy Conservation Cell at Malabar Training College, Peravoor, is evident through its proactive measures and dedication to promoting energy conservation and sustainability. The recent decisions taken underscore the college's commitment to creating a greener, more sustainable future for its community and beyond.

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:

Malabar Training College is committed to the welfare of its teaching and non-teaching staff, recognizing that their well-being directly contributes to the institution's overall effectiveness and the quality of education provided. To support staff, the college has implemented a comprehensive range of welfare measures designed to enhance their professional development, mental and physical health, and overall job satisfaction.

One significant welfare measure is the provision of a special allowance for staff during teaching practice and festivals. This allowance acknowledges the additional effort and time required during this critical period, ensuring that staff feel valued and financially supported. Additionally, the college offers Employees State Insurance (ESI) for non-teaching staff, providing essential health coverage and financial security in case of medical emergencies.

Professional development is a key focus, with numerous opportunities for staff to attend workshops and seminars. These events are designed to enhance their skills, keep them updated with the latest educational trends, and foster a culture of continuous learning. The college also supports staff participation in conferences and academic events, enabling them to engage with broader educational communities and contribute to scholarly discussions.

Recognizing the importance of work-life balance, the college offers flexible work hours and telecommuting options. These measures help staff manage their professional responsibilities alongside personal commitments, contributing to higher job satisfaction and reduced stress levels. Employee assistance programs and counselling services are available to provide mental health support, ensuring that staff have access to the help they need to manage stress and maintain their well-being.

The college provides access to extensive library and research resources, which are essential for staff to conduct research and enhance their teaching materials. Multimedia resources such as projectors and interactive whiteboards are also available, facilitating dynamic presentations and interactive learning experiences.

The institution ensures that both teaching and non-teaching staff have access to high-quality computer labs equipped with modern technology and software. These labs, along with internet access in the computer lab and lecture halls, support research activities and lesson preparation. Non-teaching staff benefit from well-furnished workspaces equipped with computers, printers, ample storage, and internet connectivity, ensuring they have the necessary tools to perform their duties efficiently.

Grievance redressal mechanisms are in place to address any concerns or issues raised by staff members, fostering a supportive and responsive work environment. Staff are encouraged to provide feedback and suggestions, contributing to the continuous improvement of the institution's policies and practices.

Opportunities for community engagement and volunteering are also promoted, allowing staff to give back to the community and build a sense of camaraderie among colleagues. Financial assistance is available for staff facing emergencies or hardships, providing a crucial safety net during difficult times. Educational support for staff pursuing further studies underscores the college's commitment to their ongoing professional development and career advancement. Moreover, the college also organizes an annual pleasure trip for both teaching and non-teaching staff, fostering team building and providing a much-needed break from the routine.

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: 15

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
4	3	2	2	1

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: 37

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	6	2	8	5

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: 12.5

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
5	2	2	1	0

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:

Malabar Training College stands out for its robust commitment to fostering the professional development of both its teaching and non-teaching staff through a meticulously designed Institutional Performance Appraisal System. This system, aligned with stringent external regulatory frameworks such as UGC, NCTE regulations, Government of Kerala norms, and University of Kannur guidelines, alongside its own internal standards, underscores the institution's dedication to global competitiveness and faculty growth.

Central to this framework is an Institutional Performance Appraisal System overseen by a committee led by the Principal and IQAC Coordinator. This system serves as a linchpin in evaluating and certifying the annual professional development activities of faculty members. By validating achievements and strengthening their merits, this internal evaluation process plays a pivotal role in enhancing the quality of faculty members. It not only contributes significantly to their professional advancement but also influences their promotion and placement within the institution.

The appraisal system for teachers at Malabar Training College is comprehensive and multi-dimensional. It encompasses various domains crucial to academic and professional growth, including Faculty Development Programs (FDP), presentations, publications, research projects, Ph.D. enrolment and guidance, teaching methodologies, remedial teaching efforts, official positions held, collaborations, extension activities, and accolades received. This holistic approach ensures a well-rounded evaluation that recognizes and incentivizes a diverse range of contributions, thereby nurturing a culture of continuous improvement among the teaching staff.

Administrative staff at the college also benefit from initiatives aimed at enhancing their performance levels. Proactive measures by the management and Principal include sending administrative staff for professional development programs and conducting periodic meetings to assess competencies and discuss capacity building. Strategic portfolio shuffling ensures versatility among administrative staff, enabling mastery across various ministerial tasks. The promotion criteria for administrative staff are meticulously aligned with the rules and regulations set forth by the Government of Kerala, ensuring fairness and transparency.

For non-teaching staff, the Performance Appraisal system similarly evaluates a wide array of criteria essential to their roles and contributions. These include responsibilities and duties, participation in administrative bodies, engagement in professional development activities such as seminars, workshops,

and conferences, memberships in relevant organizations, awards, recognitions, and contributions of innovative ideas for college development. This comprehensive evaluation framework acknowledges the diverse roles played by non-teaching staff in advancing the institution's growth and development.

The Institutional Performance Appraisal System at Malabar Training College not only systematically evaluates but also enhances the performance of both teaching and non-teaching staff. It provides a structured framework for setting clear goals, measuring achievements objectively, and fostering continuous professional development. Through constructive feedback, identification of strengths, and targeted improvement plans, this system cultivates a culture of excellence and continuous improvement among staff members.

The institution's dual focus on external regulations and rigorous internal standards ensures that both teaching and non-teaching staff are recognized and motivated. This approach fosters individual growth and advances Malabar Training College's mission in higher education.

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:

The institution rigorously conducts both internal and external audits on a regular basis to ensure comprehensive oversight and maintain the highest standards of financial integrity.

Malabar Training college has demonstrated a steadfast commitment to financial transparency and accountability through a rigorous system of internal and external audits over the past five years. The institution's financial processes are scrutinized at regular intervals, both internally and externally, reflecting its dedication to maintaining the highest standards of fiscal responsibility.

Internally, the institution reviews financial matters in every two months, specifically focusing on the accounts of the Principal and the Managing Committee Secretary. This ongoing internal review, carried out in-house, ensures that financial records are consistently monitored and verified. Furthermore, at the conclusion of each financial year in May, the institution undergoes an internal audit facilitated by the

Managing Committee with a Chartered Accountant. This annual internal audit covers the financial activities of the preceding year, contributing to a proactive approach in identifying and rectifying any potential discrepancies.

In addition to internal audits, the institution undergoes external audits conducted by independent agencies. These external audits are scheduled periodically and are carried out in accordance with institutional norms and industry standards. The external audits offer an additional layer of scrutiny by providing an objective assessment of the institution's financial processes. They play a crucial role in reinforcing accountability and ensuring compliance with regulatory requirements.

Over the past five years, the institution has achieved an outstanding record, with no audit objections reported in any audit cycle. This impressive performance underscores the effectiveness of the institution's rigorous accounting practices and its proactive financial management approach. The absence of audit objections highlights the institution's commitment to maintaining high standards of financial accuracy and transparency. Malabar Training College's commitment to a robust audit framework, encompassing internal and external scrutiny, and its proactive approach to addressing audit objections, stand as testament to its dedication to financial integrity and continuous improvement in financial management processes.

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: 75.71

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
124.55094	95.80014	67.31954	58.41374	32.46852

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
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:

Malabar Training College, managed by Malabar Educational and Charitable Trust is dedicated to the academic and social upliftment of students. The institution operates with a strong commitment to societal service, devoid of any monetary benefits or social privileges. The Resource Mobilization Policy ensures transparency, optimal fund utilization, and adherence to the institution's vision and mission. So, it's insistent for the Managing committee to keep the mobilization of funds more transparent and to ensure funds are utilized optimal. Malabar Training College has a very strong resource mobilization policy and very transparent system of fund management.

Being an unaided college, our major source of finance are,

- The managing committee
- Financial assistance from Malabar Educational and Charitable Trust
- PTA
- Alumni Association
- Endowment funds
- Agricultural funds
- Old stock funds

The decentralized system of administration, The Parent body, The Managing Committee, Principal, various committees and wings in the Institution jointly puts effort to mobilize funds and to utilize it at optimal level. Each wing associated with various fund mobilization and expenditure keeps utmost care and transparency in all the related activities. The Resource mobilization policy focuses on vision and mission of the institution ensuring accountability and transparency.

All internal financial transactions of the Institution are subject to financial audit every year. Supervision of the same ranges from the parent body to the lowest level of administration.

Funds from Managing Committee are utilized mostly for the development of infrastructural facilities and

day to day expenses of the Institution. Managing committee secretary's account is audited every year in the month of April.

Financial assistance from Malabar Educational and Charitable Trust is utilized for routine expenses of the Institution. The financial assistance from PTA if any, has been utilized for the welfare of students.

Contributions from Alumni Association are utilized for the development of the basic needs of the Institution, empowerment of alumni association and welfare of the needy alumni members.

Various endowment awards are given to the students who excel in B.Ed. and other examination from various endowment funds.

Agricultural funds from Eco campus through floriculture, mushroom culture, fruits and vegetable cultivation are utilized for the welfare of students.

Funds from damaged electronic instruments and other old stocks are utilized for the daily institutional expenses.

The purchase committee of the college is responsible for reviewing and approving purchase requests, conducting market research, evaluating vendor responses, selecting vendors, and negotiating contracts to ensure the best value for the organization.

The institution maintains transparency and accountability in fund mobilization by conducting internal and external audits regularly. The Management of accounts and all the payments sanctioned are audited internally as well as externally by the agency appointed by the managing committee. In this way, the institution mobilizes funds and utilize the resources at 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 IQAC consistently fosters a culture of excellence in all college activities, focusing on holistic academic achievement. It oversees the realization of the college's vision and mission by crafting and executing an annual development plan strategically. It plays a pivotal role in suggesting improvement measures and implements a range of curricular, co-curricular, and extracurricular initiatives during assessment periods. It also facilitates placement and promotion processes for teachers through the Continuous Assessment System (CAS).

Under the IQAC's leadership, the college conducts numerous programs for students' progressive development. Various clubs and cells, along with the IQAC, pave the way for student progression in all dimensions. The IQAC's activities, in association with different clubs and cells, ensure the internalization of a quality culture. It helps develop a system for conscious, consistent, and catalytic actions to improve the institution's academic and administrative performance.

- **Workshops and Seminars:** Attending workshops and seminars can be beneficial for individuals seeking to expand their knowledge, improving teaching methodologies, assessment and evaluation process gain practical skills, update themselves on educational trends, innovative practices and enhance their personal development.
- **Faculty Development Programs:** By providing resources, training and networking opportunities, these programs contribute to the professional growth and success of faculty members, ultimately benefiting students and fostering a positive academic environment and enhancing the quality of teaching and learning in higher education.
- **IQAC, College Council and Staff Council:** IQAC's primary aim is to develop and implement quality enhancement policies, procedures and monitoring of academic and internal quality management. The staff council often engages in discussions with the management to address staff-related issues, negotiate employment policies, and facilitates staff recognition and development programs.
- **College Office:** A college office junior superintendent typically oversees administrative tasks within a college office environment, include managing office supplies, assisting with correspondence, organizing files and records, and providing general administrative support to faculty support and staff.
- **Various coordinators:** Coordinators facilitate activities within college clubs and cells by liaising between faculty advisors, club members, and external parties. They organize meetings, manage communication, oversee event logistics, and provide guidance to club members. Key coordinators include SUPW coordinator, Examination and Evaluation coordinator, Internship coordinator, Pre-practice teaching practice coordinator, EPC coordinator, Field work coordinator, School adoption project coordinator, and Director of Extension activities
- **Various cells and clubs:** Various clubs and cells provide students opportunities for extracurricular activities, skill development, and networking. These clubs and cells, in association with IQAC, organize programs and activities. Our college has clubs and cells such as the Science club, Eco club, Health and Yoga club, Literary club, Social Science club, Maths club, Women's club, Nature club, Placement cell, Arts and Cultural cell, Anti-Drug cell, Sports cell, Waste Management cell, Research cell, Anti-ragging cell, ICT cell, Curriculum Enrichment cell, Career Guidance cell, Admission cell, Grievance Redressal cell, Internal Assessment cell, Anti-sexual Harassment cell, Anti-human Trafficking cell, Green Campus, Internal Complaint Committee (ICC), Peace and Harmony Forum, Academic Calendar Committee, PTA, Ethics Committee, and National Service Scheme (NSS).

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:

Malabar Training College, Peravoor has made significant strides in enhancing the infrastructure to provide a conducive learning environment. State-of-the-art smart classrooms equipped with interactive whiteboards, projectors, and advanced audio-visual systems are the backbone of our modern educational approach. These classrooms foster interactive and engaging learning experiences, enabling students to grasp complex concepts more effectively.

Recognizing the pivotal role of technology in education, the college boasts a comprehensive technology hub. This hub serves as the central point for digital resources and IT support, ensuring seamless integration of technology into the learning process. Complementing this is the campus-wide Wi-Fi connectivity, allowing students and faculty to access online resources, collaborate on projects, and stay connected in this digital age. Our Learning Management System (LMS) is a robust platform that facilitates efficient management of courses, assignments, and assessments. The LMS ensures that learning continues beyond the classroom, promoting a blended learning model.

In alignment with the National Education Policy (NEP), our college places a strong emphasis on continuous skill development for teachers. We offer various skill development courses designed to enhance teaching methodologies, integrate technology in the classroom, and develop innovative instructional strategies. These courses are crucial for teachers to stay abreast of the latest educational trends and practices. Regular NEP seminars are conducted to familiarize teachers with the policy's objectives and implementation strategies. These seminars provide a platform for educators to discuss and share best practices. Additionally, lesson plan construction workshops are organized to equip teachers with the skills to design effective and engaging lesson plans that meet the NEP guidelines.

Our college actively engages in collaborative activities with nearby arts and science colleges and schools. These activities include joint seminars, workshops, and cultural events that promote interdisciplinary learning and provide a broader perspective to our students. Such collaborations enrich the educational experience and foster a spirit of community and cooperation.

Our Health Club is dedicated to promoting physical well-being and healthy lifestyle choices among students and faculty. Regular health check-ups, fitness sessions, and awareness programs are conducted to ensure the overall well-being of the college community. In line with our commitment to environmental

sustainability, the college has launched several green initiatives. These include tree plantation drives, waste management programs, and the promotion of renewable energy sources. Our goal is to create a pollution-free campus that serves as a model for environmental stewardship. To prepare students for the professional world, our college conducts "How to Face Interview" awareness classes. These sessions cover essential topics such as resume building, communication skills, body language, and interview etiquette. By providing these resources, we aim to boost the confidence of our students and enhance their employability.

Our college is dedicated to providing a holistic educational experience that integrates modern technology, continuous skill development, and environmental sustainability. Through our robust infrastructure, advanced facilities, and a commitment to the NEP guidelines, we strive to produce competent and socially responsible educators ready to contribute positively to society.

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: 47

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
91	68	20	36	20

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
Any additional information	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: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	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:**Advancement of ICT in Malabar Training College**

Goal: To enhance the learning environment, improve administrative efficiency and prepare students for the demand of the digital age.

Context: In today's fast-paced world, effective communication and easy access to information are crucial. ICT (Information and Communication Technology) in colleges supports interactive learning, research, and access to resources through tools like computers and the internet. It also streamlines administrative tasks and enhances operations, provides access to educational materials, and fosters collaboration among students and teachers. Proficiency in ICT is vital for academic and professional success, so colleges must offer opportunities for students to develop these skills.

Process: Malabar Training College in Peravoor prioritizes advanced ICT facilities to enhance learning and academic excellence. Investments include a YouTube studio, smart classrooms, ICT lab, computer lab, computerized library, CCTV cameras, high-speed Wi-Fi, biometric recognition, and a digital technology hub. This report reviews these facilities and their impact on the college's academic environment.

ICT Lab and Computer Lab:

The college's ICT and computer labs are equipped with advanced hardware and software, providing students with hands-on experience and access to software essential for developing digital skills vital for academic and professional growth.

Computerized Library:

Through digitization and computerization, the college library optimizes access to educational resources. Students can efficiently search and retrieve a vast collection of e-books, journals, and databases using computer terminals within the library. This digitized library enhances the research capabilities of students, enabling them to conduct comprehensive studies and enhance their learning outcomes effectively.

Smart Classrooms:

Equipped with interactive whiteboards, projectors, and audio-visual aids, the smart classrooms at the college facilitate dynamic and engaging teaching sessions. Instructors seamlessly integrate multimedia content into their lessons, enhancing student participation and comprehension. These interactive learning environments promote active engagement and foster a deeper understanding of course material.

CCTV Cameras and High-Speed Wi-Fi:

Ensuring the safety and security of the campus community, the college is equipped with CCTV cameras for surveillance purposes. This surveillance system effectively monitors campus activities and deters unauthorized access or incidents. Additionally, high-speed Wi-Fi connectivity across the campus facilitates seamless access to online resources, collaboration among peers, and participation in digital learning activities.

YouTube Studio:

The college boasts a cutting-edge YouTube studio equipped with professional-grade audio and video recording equipment. This resource empowers both students and faculty to produce high-quality educational content, ranging from lectures to tutorials. The studio fosters innovative teaching methodologies and serves as a platform for knowledge dissemination beyond traditional classroom boundaries.

Biometric Thumb and Digital Technology Hub:

The implementation of biometric thumb recognition technology enhances attendance management and access control, promoting administrative efficiency and student punctuality. Furthermore, the college's digital technology hub serves as a catalyst for innovation and entrepreneurship among students. It provides access to cutting-edge technology resources, mentorship, and networking opportunities, fostering the development of student-led projects and initiatives.

QUALIFYING EXAMINATION ORIENTATION PROGRAMME

Goal : To prepare all the students to qualify for the various teacher qualifying exams through specialised training.

Context

Students enrol in B.Ed programs primarily with the intention of becoming teachers. In addition to completing professional degree programs like B.Ed and M.Ed, passing teacher eligibility tests is crucial for aspiring teachers. These tests serve as the first step for graduates aiming to enter the teaching profession after finishing their B.Ed course. Our college operates under the principle that students should leave fully prepared for community service. However, the recent pass rates in these exams have been disappointingly low. Consequently, it's imperative to develop a comprehensive plan to prepare students for teacher eligibility tests alongside their B.Ed studies. Teacher Qualifying examination orientation programme started in 2017 with the aim that all the students who complete B.Ed programme from our college should qualify SET ,NET & K TET . As a part of the programme, we were able to organise training programmes under the supervision of expert faculties and the faculties from our college.

The practice

The program's unique approach includes continuous, systematic procedures to keep students motivated for exams. Orientation sessions cover exam importance, application procedures, exam structure, syllabus overview, and key topics. Students receive instruction from both external experts and college faculty. The program offers study materials, dedicated study time, and regular supervision with consultations and assessments. Pre-exam meetings boost confidence and ensure effective study time management.

Impact of the programme

Year	NET (National eligibility test)	SET (state eligibility test)	KTET (Kerala teacher eligibility test)	CTET (central teacher eligibility test)
2017-2019	2(12)	10(15)	41(96)	4(15)
2018-2020	3(15)	23(32)	73(98)	14(22)
2019-2021	2(12)	14(22)	53(76)	6(15)
2020-2022	2(15)	22(30)	79(100)	16(24)
2021-2023	1(12)	25(35)	96(100)	9(15)

QUALIFYING EXAMINATION ORIENTATION PROGRAMME

The program was initially created to support our students in successfully passing a range of competitive exams like SET, K-TET, NET, and CTET even before they finish their B.Ed and M.Ed courses. Since 2017, we've organized intensive training programs for our students, resulting in exceptional outcomes in various competitive exams. With the onset of the Covid pandemic, efforts were made to transition to online training programs. **Details of KTET, SET and CTET achievers from 2017-2023**

Year	Programme	Mode	Results	Participants
2017-2019	Training for KTET	Offline	42%	Our students
2018-2020	KTET	Offline	74%	Our students
2019-2021	KTET and SET	Online	69% of KTET and 63% of SET	Our students
2020-2022	KTET, NET, SET and CTET	Offline	79% of KTET and 13% of NET, 73% of SET and 66% of CTET.	Our students
2021-2023	KTET, NET, SET and CTET	Offline	96% of KTET and 10% of NET, 71% of SET and 60% of CTET.	Our students

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 is a teacher education college that offers two-year B.Ed. programs for approximately 110 students per year, preparing them to become school teachers and teacher educators at different levels. We are steadfast in our commitment to promoting sustainable practices and have undertaken a range of initiatives to achieve energy security and efficiency by enhancing sustainable energy consumption and reducing pollution.

Some of the major initiatives are as follows:

Utilization of Energy-Efficient Equipment:

To commence our energy-saving journey, we have systematically replaced old filament bulbs with energy-efficient CFL bulbs, tube lights, and low-energy fans. Additionally, we have invested in rewiring our buildings to eliminate energy leaks and prevent short circuits with the aim of safety and sustainability.

Systematic Oversight of Energy Consumption:

The college has adopted a systematic approach to monitor energy consumption, with two dedicated non-teaching staff members assigned to oversee the usage of electrical devices regularly. Furthermore, students are educated and sensitized regularly by the faculty about the paramount importance of energy conservation. All students are encouraged to take responsibility for turning off lights and electronic devices in classrooms when not in use, and informative display boards have been installed at the exit point of each room.

Exploration of Alternative Energy Sources:

We firmly believe in exploring alternative energy sources and have established a platform for students to propose and undertake energy conservation and renewable energy projects. A distinguished faculty member from the science discipline has been appointed to spearhead these initiatives, following the order issued by the relevant authority. The college has embraced a full fledged commitment in optimizing energy usage, adopting renewable energy sources, and promoting energy-efficient practices. We pledge to remain at the forefront of environmentally conscious practices, consistently implementing innovative strategies to reduce energy consumption. This initiative not only underscores our responsibility to the planet but also sets a precedent for a greener and more sustainable future. Together, we are building a community that prioritizes the wellbeing of our environment and future generations.

A Forward-Thinking Energy Policy:

As an institute dedicated to preparing future teachers for both secondary and higher secondary levels, we have crafted an energy policy with a forward-thinking outlook. This policy aims to equip our students with the knowledge and skills necessary to conserve energy efficiently throughout their future lives and to impart this essential message to all 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 college is dedicated to upholding its Waste Management Policy which places a strong emphasis on sustainable waste management practices. Our goal is to ensure a safe, healthy, and eco- friendly environment to all its stakeholders.

Management of Biodegradable Waste:

Malabar Training College, Peravoor, has successfully implemented a vermi composting system and a biogas plant to manage organic waste sustainably. The vermi composting system convert food scraps and garden waste into nutrient-rich compost, reducing landfill waste. Regular maintenance ensures optimal operation and community involvement in the composting process. The college's biogas plant digests organic waste to produce biogas. The organic fertilizer, further supporting campus gardens.

Solid Waste Management:

The college adopted a systematic and advanced waste management strategy, including waste segregation at the source. The collection points are arranged in specific areas to facilitate the separation of biodegradable, non-biodegradable, and e-waste. Through a collaborative effort with the gramapanchayat, we've deliberately given away our plastic waste to local government organizations. We have installed a vermicomposting unit which converts dried leaves from our gardens and wash basin waste into nutrient-rich compost for the plants. For food waste management, an ring vermicomposting system has been adopted, supported by a duty chart that assigns each of the six classes a specific day of the week for effective food waste management and monitored by the staff concerned with the waste management cell.

Management of Non-Biodegradable Waste:

We periodically collaborate with scrap dealers to responsibly dispose of non-biodegradable waste items such as bottles, cans, plastics, broken glassware, and tins through recycling initiatives. The formation of different clubs has further accelerated our efforts to manage waste effectively. At the start of each academic year, students are encouraged to pledge their commitment to maintaining a plastic waste-free campus. To reduce single-use disposable cups, we are transitioning to reusable glasses and promoting cloth bags and non-plastic water bottles, as alternatives to non-biodegradable bottles. Students are also instructed to avoid plastic coverings for their projects, opting for steel food containers instead. Inside the campus, display boards have been set up to promote a green protocol. Sanitary pads are disposed of through the ladies' washroom, with regular collection and incineration in a pit. Several innovative initiatives led by the nature club have been implemented to reduce plastic waste on campus. To reduce plastic waste, strict instructions and thorough checking of proper care for all student batches and teaching/non-teaching staff, promoting communication and initiatives related to sustainable development.

E-waste Management:

Outdated and unused electronic and audiovisual devices are showcased in the heritage corner within the Technology lab. The college has established a repair program for malfunctioning electronic devices. This program includes on-site repairs and partnerships with local technicians, which has extended the lifespan of many devices. The reuse and repair program has significantly reduced the amount of e-waste sent to landfills. The college conducts regular awareness campaigns to educate staff and students about e-waste management practices.

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:** B. Any 3 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: D. Any 1 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 other relevant information	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:**

The commitment to environmental sustainability is deeply ingrained in the ethos of Malabar Training college, shaping the very foundation of our academic and extracurricular activities. Right from the inception of the academic year, our students are introduced to the significance of maintaining a green and clean campus through a comprehensive orientation session as a part of ozone day celebration.

This sets the tone for a collective effort towards fostering a sustainable and eco-friendly environment. At the forefront of our green initiatives is the Eco Club, which serves as a catalyst for organizing a myriad of activities both within and beyond the college premises. Our proactive approach extends to commemorating relevant environmental days by planting saplings and conducting campus clean-up drives. These initiatives not only contribute to the aesthetic appeal of the campus but also instill a sense of environmental responsibility among the student body.

A pivotal milestone in our journey towards sustainability was the official declaration of the college as plastic-free. This proclamation was accompanied by a series of measures aimed at reducing plastic usage on campus. Disposable cups were replaced with reusable steel glasses, and cloth college bags were promoted.

Additionally, digital display boards were introduced during seminars and conferences, aligning with our commitment to minimizing environmental impact. To encourage an eco-friendly community, the college provides bicycles for student transportation within the campus. This not only reduces carbon emissions but also promotes a healthy lifestyle among the student community.

A significant boost to our green endeavors came with the activities of Haritha Karma Sena in our college, which energized our green initiatives, with each class being assigned a specific area as its green field. It becomes the responsibility of each class to maintain their designated area in an environment friendly manner, ensuring it remains green and plastic-free throughout their course duration. Students are actively involved in occasional tree planting initiatives, showcasing their commitment to environmental conservation.

The integration of sustainable practices extends to the personal hygiene domain, where students are trained in the use of menstrual cups, contributing to the reduction of sanitary napkin waste. Furthermore, our students organize weekly tea talk programs in natural settings, creating an informal platform to discuss and promote an eco-friendly perspective.

Our institution is dedicated to creating a healthy and sustainable environment for our community.

This report highlights our efforts and achievements in maintaining cleanliness, sanitation, green cover, and a pollution-free environment. Our institution remains committed to environmental sustainability and continues to strive for excellence in maintaining a clean, sanitary, green, and pollution-free environment. We will persist in our efforts to create a healthy and thriving environment for our community.

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: D. Any 1 or 2 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: 21.65**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
9.99	3.07	0.509	3.67	5.32

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:

Malabar Training College, Peravoor steadfastly embraced a holistic approach, giving equal importance to teaching, research and services to the society since its early period of establishment. As responsible members of the community, students returned from their visit with a renewed sense of purpose. They felt inspired to share their experiences and knowledge with others, sparking a love for wildlife and conservation in their peers. Our commitment to community engagement is exemplified through the following activities which we have successfully organized for the past many years.

1. Saarang ,Good earth 's Eco village

The exploration of diverse flora and fauna provided a practical understanding of ecotourism principles, emphasizing the importance of sustainable tourism practices in preserving natural environments. Students learned about the delicate balance between tourism development and environmental conservation, which is crucial for future generations.

2. Aaralam farm visit:

The main objectives of the visit is to produce and distribute quality planting materials of plantation/horticultural crops, commercial production of crops in large scale, and above all to provide all

manner of support services to further the social and economic welfare of the tribals resettled in Aralam. With a newfound appreciation for the natural world, they felt empowered to advocate for policy changes and support initiatives that prioritize wildlife protection and habitat preservation..

3. Agro Farm of Retired Principal Joselet Mathew

The farm serves as a remarkable example of eco-spirituality, emphasizing the importance of sustainable farming practices and biodiversity conservation.

The farm serves as a remarkable example of eco-spirituality, emphasizing the importance of sustainable farming practices and biodiversity conservation. This approach ensures minimal environmental impact and promotes soil health. These indicators serve as early warning signs, allowing him to take corrective measures promptly and maintain the health of his aquatic ecosystems.

4. A Field Visit To En Ooru, TRIBAL HERITAGE VILLAGE

This immersive experience was a unique opportunity to explore and understand the rich cultural traditions and lifestyle of the indigenous communities. Guided by local elders, the students toured the village, witnessing traditional dwellings, artisanal crafts, and age-old agricultural practices. They engaged in insightful conversations with the villagers, learning about their customs, rituals, and the challenges they face in preserving their heritage in a rapidly changing world. The visit also included demonstrations of traditional music, dance, and culinary practices, providing a holistic view of tribal life. This enriching experience not only broadened the students' knowledge of tribal cultures but also fostered a deeper appreciation for the diversity and resilience of these communities.

5. Pazhassiraja Kalari Academy, Panapuzha , Kakkayangadu

Kalaripayattu, a martial art form that traces its origins in Kerala, is much more than the adrenaline rush that is generated by combat exercises and the wielding of the weapons – it is the way of life as a warrior ever ready and watchful, prepared for any eventuality.

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: A. All 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
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:

1. Title: Green Malabar - Green Initiative Enrichment Programme

Objectives: The Green Malabar Green Initiatives Program aims at promoting ecological development, sustainable development, and social construction in the college campus. Comprehensively it encompasses various initiatives that address environmental conservation, sustainable agriculture, and community development.

Context: Both mental and physical problems of the students in the post COVID pandemic period have been the initial cause. This includes less concentration and increased screen time. In order to increase mental health, the college tried to implement a program which requires both mental and physical attention.

Process: In the Pre-phase of the Green Malabar initiative analysis of the biodiversity and soil test was done. The five phase procedure followed the site assessment and it's levelling land-bed and a sustainable irrigation system to distribute water efficiently. Later soil preparation and planting seeds accompanied with regular monitoring happened throughout the process with the help of major five cells working in our college. The yield after harvesting will transfer to the green market and the money will be used for social

causes.

Impact of the program: The goal of the program is to develop an adukkalathottam- vegetable garden at home of every student and through the establishment of Malabar Market contribute a financial support to the needy. Above all cultivation of the habit of healthy eating plate in our students.

Evidence of success: Our students have achieved a positive outlook about agriculture and inculcated commitment to community through which they contribute towards the society in building Snehaveedu to the needy.

Problems encountered and resources required: The major challenges encountered were waste management and water conservation and were managed well through sustainable practices.

2. Title: educate and elevate - the school adoption program

Objectives: To enhance the academic standards, empowering the tribal students and provide resource support to the nearest schools to the college through which support the community.

Context: G. U. P school, Vekkalam and M.P.U. P school, Manathana have faced certain problems internally. This initiative aims to bridge the educational gap and foster a supportive learning environment in these schools.

Process: The various activities conducted in both the schools based on their academic and cocurricular needs like small group orientation classes, pusthaka poomazha, communicative english classes, interactive session with students etc.

Impact of the program: Significant improvements have been observed in academic performance, with students showing enhanced skills and confidence. The school's infrastructure has been revitalized, with renovated classrooms, a well-stocked library, and improved amenities.

Evidence of success: The School Adoption Programme by Malabar Training College, Peravoor, with both the schools have shown significant positive impact on the school's infrastructure, academic standards, and overall environment.

Problems encountered and resources required: Lack of effective communication channels with the school administration and staff, cultural and linguistic barriers with the tribal students, the school's economically weaker status and shortage of supporting staff etc are all reflected in the entire process.

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:

Peace Harmony Initiatives.

Malabar Training College, Peravoor, has demonstrated a robust commitment to fostering peace and harmony through its Peace Harmony Cell, established in collaboration with the Assisi Institute of Peace Movement since 2010. This partnership has significantly impacted students and the community, aligning with the college's mission to promote social justice and peace.

PROJECT DEVELOPMENT IN PHASES:

One of the highlights of this collaboration was the participation of students in a seminar held in Delhi in 2018. This event was a landmark achievement for the college, providing students with a platform to engage with national and international peace advocates. The exposure and learning garnered from this seminar led to students winning several prizes, underscoring their exceptional contributions to peace and harmony initiatives.

PRACTICES:

The college's Peace Harmony Cell has orchestrated various impactful activities. Special school visits are regularly organized, aiming to spread awareness and foster a culture of peace among young learners. The college has been actively involved in visiting various rehabilitation centers such as Maria Bhavan, Asha Bhavan, Amala Bhavan, and Pratheeksha Bhavan which cater to individuals in need of support and rehabilitation. By engaging with these centers, students and staff members gain insights into the challenges faced by marginalized groups, thereby fostering empathy and understanding. The college has also made significant contributions to drug rehabilitation efforts by visiting centers like. These visits aim to support the rehabilitation process and provide encouragement to individuals battling substance abuse.

FUND RAISING:

Malabar Training College, Peravoor, effectively supports its Peace Harmony Cell activities through resource mobilization strategies, including Green Malabar Initiatives, the One Rupee Challenge program, and backing from the Malabar Educational and Charitable Trust, Peravoor. The activities undertaken by

Peace Harmony Cell reflect a deep-seated commitment to social responsibility and peace-building. Through its collaboration with the Assisi Institute of Peace Movement, the college not only provides its students with valuable learning experiences but also contributes to the broader societal efforts in promoting harmony and addressing social issues.

IMPACTS OF THE PROJECT:

The college organizes visits to Pakalveedu and other rehabilitation centers to engage with individuals in need of support and care. These visits aim to provide comfort and understand the rehabilitation process better. The college observes Palliative Day to raise awareness about palliative care and support individuals with serious health conditions. This celebration highlights the importance of compassionate care and the college's commitment to social welfare. A certificate course on peace and harmony has been introduced, equipping participants with the knowledge and skills to promote peace in their communities. This course underscores the college's dedication to fostering a culture of peace and understanding.

The ultimate goal is to inculcate qualities in citizens in addressing peace and social justice. The initiatives undertaken, from participating in national seminars to visiting rehabilitation centers, illustrate the college's dedication to nurturing a culture of empathy, understanding, and support.

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 :

Malabar Training college has started its journey since 2005. The college has a good academic and non-academic backdrop. The college has an annual intake of 110 students in the last including the reservation policies of the government. The faculty members of the numbers to 16 and they all are efficient in their own respective teaching subjects. The college also has a well-functioning management system. Apart from the curricular activities the non-curricular activities is also encouraged in the college. The college owns a good result profile that exhibits the academic talent of the student teachers that gets graduated from the college. The infrastructure of the college provides opportunity and exposure to the students which include the technology based teaching and learning method. The value-added course, Finishing School, contributes to the competency of aspiring teachers. Students are encouraged to participate in online courses to enhance their professional competencies. Continuous feedback from stakeholders is actively sought, the analysis of which serves as a signposts for curriculum refinement and improvement. Students are given ample opportunities to explore, develop and integrate ICT through curricular activities. Courses are offered to improve the skills of the students and encourage their creative and efficient teaching methods. Teachers are encouraged to attend conferences, seminars, and symposia, as well as orientation and refresher courses, in order to enhance their competencies and promote innovative and effective teaching practices. The institution has diligently upgraded its ICT facilities, ensuring Wi-Fi connectivity across the campus, equipped with a robust bandwidth of 200 MBPS. The implementation of CCTV surveillance, biometric attendance systems, and the Digital Technology Hub ensure a secure and technologically enriched learning environment. Procedures for facility maintenance, resource management, access control, guidelines, training, and safety protocols are well-established, ensuring optimal utilization and security across laboratories, the library, sports complex, and classrooms. Student Support and Progression. Career guidance and placement cell plays a crucial role in preparing students for competitive examinations, guiding them toward various professions and higher education opportunities.

Concluding Remarks :

Regular updates on job opportunities are disseminated through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placement. The alumni association actively supports the institution, contributing to infrastructure development, curriculum transactions, motivational interactions, sharing expertise, academic support and financial aid. Out of existing teaching faculty 3 members are former students of the institution, reflecting its positive impact. The holistic approach, technological inclusivity, financial assistance programmes, and active alumni involvement direct the institution towards success. Academic and service rules for both teaching and administrative staff follow the norms and regulations of Government of Kerala, UGC, NCTE, and the University of Kannur. Recruitment is done through strict merit-based procedures based on the rules established by the governing bodies; faculty placement and promotions align with the Career Advancement Scheme mandated by the governing bodies. The Institutional Performance Appraisal System improves the performance of teachers and administrative staff. Professional development and administrative training programmes are frequently organized by the institution and financial support is given for attending such programmes outside the institution. The IQAC operates diligently to foster a culture of quality across all activities, implementing strategies such as digitization, performance appraisal, and feedback analysis to ensure continuous improvement in academic and non-academic aspects. The College places a strong emphasis on community service, with numerous initiatives aimed at uplifting underprivileged families, providing financial support to disadvantaged students, and assisting the needy in emergencies. Extreme care is

taken to maximize locational advantages, including utilization of available resources and expert individuals, to their fullest potential. Institutional values are upheld through emphasis on ethics and integrity and a defined Code of Conduct for all. The orientation programme ensures everyone understand the expected standards of behaviour. A monitoring committee has been constituted to address any violations or concerns and conduct periodic professional ethics programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes 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 : Input edited as per supporting documents																				
2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years.. 2.1.2.1. Number of students enrolled from the reserved categories during 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>20</td><td>20</td><td>19</td><td>19</td><td>17</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>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	19	19	17	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	20	20
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	19	19	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	20	20	20																	
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 : Input edited as per supporting documents

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	96	95	96	96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	95	96	96

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	0	1

Answer After DVV Verification :

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

Remark : Input edited as funds from own institution or sister institution cannot be considered

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

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.75	0.15	0.1	0	0.05

Answer After DVV Verification :

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

Remark : Input edited as grants given by own institution cannot be considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	105	100	98	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	105	0	0	0

Remark : Input edited as per supporting documents

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per supporting documents

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per supporting documents

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 : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per supporting documents

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: D. Any 1 or 2 of the above

Remark : Input edited as per supporting documents

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.1	Number of students on roll year-wise during the last five years..				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	110	105	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
225	199	299	198	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	105	100	100	100

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104	98	98	100	99

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	98	96	96	95

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	96	95	96	95

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	95	96	95

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	105	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	105	100	100	100