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..

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

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

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

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

The academic year commences with Talent Hunt and Fresher Day. All optional class students are provided the opportunity to exhibit their talents which will give a clear idea about the personality and talents of the teachers. Fresher day helps the students to showcase their talents before their seniors and to get rid of inhibitions.

Students are supposed to present a Life Map as part of the psychology curriculum. This gives a bird’s eye view of the environmental and developmental factors that have contributed to the personality of the student teacher. Every day the classes commence with a Thought for the Day. The thought for the day act as an opportunity to reveal the self and motivation and value system of the student teachers. Morning assembly gives ample opportunities for the students to come to the forefront of the academic activities and play a leadership role there.