



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

P K M COLLEGE OF EDUCATION MADAMPAM

KAITHAPRAM P. O., SREEKANDAPURAM, KANNUR, KERALA

670631

www.pkmcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

P K M College of Education is a dynamic platform of teaching learning experiments which stands as an exemplary educational hub among other institutions run by the Knanaya Catholic community in Kerala. Crowning a rustic hillock in a majestic splendour, the college has indelibly imprinted a noble legacy of more than two decades in the educational scenario of Northern Malabar. Dedicated to the sacred Heart of Jesus, the college is named after Prof. Joseph Kandoth, a great visionary and social reformer who initiated the exodus of a part of the Knanaya Community from Central Travancore to the green pastures of north Malabar. This temple of teacher education is the realization of the cherished dreams of a great teacher, our founder Mar. Kuriakose Kunnacherry, the Arch Bishop (Emeritus) of Kottayam. The untiring efforts of Rev. Fr. Stephen Jayaraj OFM (Cap.), the then Vicar General of Malabar and the timely help by Sri. K.M. Mani, then Revenue Minister and Sri. Oommen Chandi, the then Finance Minister of Kerala made this college a ray of hope for the less privileged and realised the dreams of many in the undulations of a rustic village called Madampam.

The college was inaugurated on 17th June 1995, as a self-financing institution and on 31st March 1997 it was converted into an aided college with permanent affiliation. The U.G.C. recognized the 2(f) and 12(B) status on 31st March 2005. The college was accredited by NAAC with “A” grade in the years 2006 and 2016 respectively.

The college offers B.Ed. course with six optionals – English, Malayalam, Mathematics, Physical Science, Natural Science and Social Science. In the curricular realm, the students of P.K.M upraise the heritage of excellence by securing top most ranks in the university. Also, they are always peerlessly ahead in sports and games and are competent enough to address the challenges posed by the paradigm shifts in academia.

We have 9 qualified teaching faculty, seven out of them have doctoral degree and three are recognized university research guides; and all of them keep abreast with the latest trends by attending training programmes, workshops and conferences to have professional development, timely updation and capacity building.

Vision

P.K.M. College of Education draws its inspiration from Christ - our Eternal Guru, The Light of the World, to train the graduates to be the light of the world to dispel the darkness of ignorance, illiteracy and underdevelopment, and transform them as persons of deep faith in God and in themselves, for commitment and service towards building up a just and humane society in a world of alienation and competition. The founder fathers of this institution had a very noble and revolutionary vision to establish this academia in a hilly, rural and backward area. Their prime concern was to impart education and training to the less privileged and marginalized section of the society to develop and provide opportunity to the agrarian community. In the history of Catholic Church of Kerala to name an educational institution after a layman is indeed, an innovative and revolutionary step. The quest for excellence and commitment in service is highlighted in the vision and mission of the college. The college emblem symbolizes the same. The approaches in teaching, the emphasis in research and the extension and consultancy provided in the college aims to generate a new work culture for improving practices of education. The institution has good physical infrastructure and human resources, and effectively utilizes them for sustaining excellence in teacher education.

Vision Statement

Excellence and Committed Service in Every Realm of Teaching Endeavour.

It signifies highest standards of quality and dedication across all aspects of teaching.

Excellence refers to the pursuit of exceptional quality in teaching practices, curriculum development, student engagement, and professional enhancements. It implies aspiring to the highest standards of pedagogy, continuous improvement, and fostering an environment conducive to optimal learning outcomes.

Committed service denotes dedication to the institution, the stakeholders, and the broader community. It is the fulfilment of duties to engage in activities that enhance student learning, support others, contribute to educational research, and address the needs of diverse learners.

Thus, the vision summarises the core values of dedication, professionalism, continuous improvement, and a holistic approach to teaching and learning.

Mission

Translating the vision into action, we seek to enhance professional scholarship, academic and research competencies, and communication skills. Our focus stretches out to inculcating values of moral uprightness, noble character, social commitment dignity of labour and, develop an attitude of reconciliation among interpersonal and intrapersonal relationships including nature. By weaving a close-knit network with the local people, educational institutions and the college administration through appropriate schemes, ensure overall development of the student teachers.

Mission Statement

To Nurture the Holistic Development of Prospective Teachers for a Just and Humane Society.

It reflects the goal of preparing students to contribute positively to society.

Holistic Development refers to the comprehensive growth of individuals, including intellectual, emotional, social, and physical aspects. During teacher preparation, it fosters not only academic knowledge and pedagogical skills but also nurtures qualities such as empathy, creativity, critical thinking, and resilience.

Prospective teachers are individuals undergoing training to become educators. The program aims to equip them with the knowledge, skills, attitudes, and values necessary for effective teaching and lifelong professional growth.

Just and humane society signifies a society characterized by fairness, equality, compassion, and respect for human dignity. It implies a commitment to social justice, equity, inclusivity, and the promotion of human rights.

Nurture emphasises a supportive and enriching learning environment that fosters the development of prospective teachers. It not only imparts knowledge and skills but also guiding students in self-discovery, reflection, and personal growth.

PKM's mission prepares academically proficient, compassionate, socially responsible, and committed teachers for promoting a more equitable world through their efforts.

Top of Form

The college strives to develop itself into a world class institution, a resource center and knowledge hub in the field of teacher education. The wide range of programmes and experiences offered to the students help to develop in them intellectual and professional competencies, moral uprightness, psychological integration, and social commitment, instilling national and spiritual values to meet the challenges and needs of the changing world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Infrastructural Facilities

- Well equipped Physical and Academic infrastructure enabling a conducive atmosphere for teaching – learning process.
- Solar power system for energy conservation.
- Free internet facility for staff and students.
- Clean, green and eco-friendly environment.

Sports

- Extra ordinary sports facilities with a playground, yoga center, open gym, different courts for basketball, volley ball, soft ball, hand ball, shuttle, indoor area for table tennis, chess etc.
- A basket ball academy has been functioning as part of the institution from 2018.

Institutional robustness

- Tradition and reputation of the institution and management.
- Benevolent and encouraging management committee with adherence to moral values and ethics.
- Well qualified, professionally competent, enthusiastic and committed faculty members with foresight and team spirit.
- Distinguished and renowned faculty members with Ph.D. and marked themselves in international realm by developing innovative concepts through research.
- Participation in FDPs and Swayam courses.
- Dedicated leadership of the principal.
- Skilled and committed administrative staff.
- Active involvement of IQAC.

Library

- P K M College library is resourceful and fully automated using cloud-based KOHA library Management System.
- The library provides open access to its documents and any member can browse easily through the

collections which are arranged according Dewey Decimal Classification. (DDC)

- Library has 7320 books, 7 journals, 10 magazines ,162 educational CD ROMS, and 5 newspapers.
- This library is subscribed to the National Library and Information Services Infrastructure for Scholarly Content (N – LIST), provided by INFLIBNET center, an initiative of MHRD. Through this library can access to 6000+ e-journals and 3135000+ e-books with Magzter subscription.
- Students and teachers have in-house and remote access to the library catalogue, online resources and Digital Library.

Student support

- Counseling and mentoring are provided to the needy students.
- Students' grievance cell to find solutions to the complaints of the student community.
- Actively working women cell to cater to the needs of female students.
- Scholarships and awards for students who need financial assistance
- Training for competitive exams.

Skill, Aptitude, Value and Competency Development

- Ample opportunities for students to develop their attitude, skills and knowledge through workshops and training programs organized by IQAC and various clubs along with blending of innovative practices beyond curriculum
- Activities under Next Generation Teacher@ PKM mega project in collaboration with various organizations and institutions to enhance the social commitment and sensitivity to social issues based on UNSDG's.
- Research and publication cell to foster research aptitude and facilitate contribution of students to the body of knowledge.
- Value education hour for an open discussion on value-based issues.
- Share our Spare Movement to evoke compassion and empathy among students.
- Peace Education to develop prospective teachers as prophets of peace.

Alumnae Association

- College has an active alumnae association which plays a major role in incorporating student enrichment programs, sponsorships, supply of resources etc.

Placements

- Our students are placed in various institutions of national and international acclaim as teaching professionals in primary to college level.

Institutional Weakness

- Limited land area for further development.
- Lack of flexibility in the curriculum (being an affiliated college)
- Lag in admission process due to CAP (Centralized Allotment Process) from state government.
- Lack of academic autonomy for the institution.
- Unable to get sanction for M Ed course.
- Developing the institution as a research center is still a dream.
- Lack of indoor stadium and 400 m track for the activities of physical education department.
- Lack of time and financial assistance for teaching faculties to involve in research and publication.

Institutional Opportunity

- Attaining institutional autonomy.
 - Developing as an institution with potential for excellence.
 - Improving institution community network.
 - Capacity to take research projects.
 - Developing as a research center.
 - Autonomy in curriculum construction and academic transaction.
 - Involvement in community oriented and social extension activities.
 - The organizational and infrastructural capacity that enable us to host sports events in different levels.
 - Opportunity for collaborations related to the local economy, utilizing the expertise of alumni.
 - Extended collaborations with various teacher training institutes, colleges.
 - Provides value -added course like yoga, ICT, and research with authorized certificates.
 - Facilitate maximum exposure to self-study and academic growth.
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- The library lacks adequate fund, updated ICT facilities, sufficient number of journals and has only limited reading space.
 - Limitations in expansions of infrastructure as per the NEP 2020, for Integrated Teacher Education Programme (ITEP).
 - Inadequate hostel facilities for boys.
 - Lack of faculty and student exchange programs.
 - Lack of availability of fund due to the limited number of students in total as compared to Arts and Science colleges.

Institutional Challenge

- Improper timing of the course due to centralized allotment process and due to unexpected break during the pandemic era.
- Mushrooming of unaided colleges of teacher education.
- Deterioration in the quality of students opting for teaching profession.
- Lack of lucrative opportunities in teaching profession.
- Need to increase the number of publications in UGC- CARE/ SCOPUS.
- Strengthening in-house publications.

- Collaborations with edu techs and resource persons for developing online courses.
- Setting up a new environment for multi-disciplinary/4-year ITEP with a strategic action plan.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

P.K.M College of Education stands as a treasure palace of knowledge. The institution promotes a comprehensive and dynamic approach to curriculum development and implementation, aligned with the UN Sustainable Goals under the norms of Kannur University and NCTE. The curriculum planning is meticulously done and framed by following a systematic scheme and thus executed by covering each realm of institutional development. The institution undergoes an initial planning meeting which involves the principal, faculty, department heads, experts, alumni, and representatives from various organizations. The comprehensive process for planning the curriculum includes the formulation of the governing body which crafts an inclusive curriculum annually. The representation of various stakeholders contributes to curriculum development. The in-house curriculum is also formulated based on feedback. The staff council approves the final framework, ensures mid-course corrections, and oversees evaluation. The institutional Curriculum is planned by focusing on PLOs and CLOs and it is disseminated through websites, prospects, induction programs, etc.

In striving for academic flexibility, our institution diligently offers a diverse array of courses. For enhancing competency, attitude, skills, and aptitude, the value-added courses act as a resourceful and rich platform for personal and professional development. Our focus revolves around providing value-added courses in three major arenas: **Research, Yoga, and ICT**. Over the past five years, we have consistently expanded our repertoire by adding 15 value-added courses focusing on this major domain.

For Curricular Enrichment, various activities are implemented and promoted. The institution's curriculum adheres to all aspects of enriching teacher education, including orientation, induction programs, talent showcases, and practice teaching activities. Procedural knowledge is developed through various instructional methods, field trips, internships, seminars, and workshops, ensuring that student teachers are well-equipped for the classroom. Students get the ability to apply acquired competencies through practical experiences such as internships, school visits, and engagement with experts, which encourages a holistic approach to education.

For the professional development of student-teachers, the curriculum integrates theoretical foundations with practical application. Students get insight into the problems and potential of their careers through experiential learning opportunities such as internships and community service. The emphasis on research, technology integration, and reflective practice equips students to be next-generation teachers who make meaningful contributions to society.

Thus, the curriculum plan of our institution acts as a repertoire of enrichment, flexibility, and development in every aspect of learning, each designed to enrich the educational experience and empower our students for success in an ever-evolving world.

Teaching-learning and Evaluation

Admission Process and Student Orientation:

The institution offers B.Ed. program with an annual intake of 50 students. The enrolment of students is purely merit-based. It was administered by the Government of Kerala, following the University and NCTE rules. The remaining 15% of seats are reserved for specific categories (SC-8, ST-2, Community-5)

. The college's admission committee ensures a smooth process, evaluating candidates through teaching aptitude, competency tests, and subject assessments. An induction program familiarizes students with expectations and resources. The orientation assesses organizational skills, while events like Talent's Day showcase students' skills and boost confidence.

Academic Approach:

Maintaining a student-mentor ratio of 1:11, P K M College of Education employs a learner-centered academic plan, incorporating various approaches to enhance institutional qualitative dimensions. The curriculum provides a platform for students to refine their knowledge, keeping abreast of academic trends, research updates, and practical solutions. To embrace technology, the college integrates internet resources, PPTs, e-learning platforms, Swayam Parabha MOOC, and LMS, that encourage students to utilize ICT for academic and professional development.

Competency and Skill Development:

The college ensures continuous academic monitoring by the teachers, creating an environment that nurtures students' academic and professional growth. Competency in innovations and skill development programs develop creativity, intellectual and critical thinking skills, empathy, and life skills. Effective communication competence is honed through various activities like workshops, interactive sessions, etc.

Internship Program: The institution systematically plans internships, provides proper orientation, and evaluates student performance through self-assessment, peer review, teacher educators, school teachers, and principals. Students organize academic, cultural, sports, and community events. Involvement in various school activities showcases readiness and commitment.

Teacher's Quality and College Evaluation Process:

All full-time teachers of this institution have an average of 20 years of experience. The teachers are updated professionally. The institution follows continuous internal evaluation, aligning the teaching-learning process with stated PLOs and CLOs. Achieving a remarkable 98% student pass rate in university exams, the college analyses student progression and improvement from entry to exit levels. Regular assessments help in maintaining the competency of the students lead to excellence in education.

Infrastructure and Learning Resources

PKM College of Education meets Criterion 4 of the institutional evaluation by exhibiting a strong commitment to providing high-rated facilities and educational resources. The campus, which covers five acres, has well-kept buildings constituting 2918.67 square meters of built-up space. Innovative teaching methods are encouraged by the ICT facilities, smart boards, LCD projectors, and LED TVs in the seminar halls and classrooms. The college building, which was recently outfitted and restored as part of the RUSA 2.0 reconstruction program, is a

testament to the institution's commitment to ongoing development.

The PKM College Library is a thriving hub of information that will switch from the Meshi Logic - Book Magic software to the KOHA Integrated Library Management System in January 2024. Modules like OPAC, Cataloguing, Technical Processing, Acquisition, Serials, Administration, and Reporting are all easily integrated with KOHA. Customers can search, reserve, and monitor things with ease that is a user-friendly interface of the cloud-based system, which guarantees access around the clock. Transactions run more smoothly with barcoding, and member identity cards are used as tools for book issuance and entry. Magzter subscriptions, free internet access during business hours, and a computer and tablet-equipped digital library are all provided by the library. The library offers a smooth and enriching experience for users, as evidenced by its innovative systems, diversified resources, and suitable study environment. For the previous five years, PKM College of Education has provided an average annual expenditure on books, periodicals, and e-resources. There are certified ledger screenshots and verified usage data for teachers and students along with signatures from the principal and librarian.

Information and Communication Technology (ICT) integration in the classroom is a strength of our College. Through the use of openly accessible resources, the organization actively supports online instruction and assessment. Intelligent control panels, digital projectors, and smart boards are among the ICT equipment installed in every classroom. Access to subject-specific materials is improved by the creation of e-content for a variety of courses. Interactive teaching and learning activities are supported by an ICT-enabled auditorium, and a technologically enhanced learning environment is created by technology-rich spaces like the Computer Lab and IQAC Room.

Our institution excels in integrating information and communication technology (ICT) into the classroom. The organization actively supports online training and assessment by using freely available resources. Among the ICT tools put in every classroom are smart boards, digital projectors, and intelligent control panels. Making e-content for a range of courses improves access to subject-specific resources. Technology-rich areas like the Computer Lab and IQAC Room establish a technologically improved classroom environment, while an ICT-enabled theater supports interactive teaching and learning activities.

Student Support and Progression

In an educational institution, the primary goal is to facilitate student advancement and provide an effective support system. This includes encouraging student's academic progress, supporting their personal growth, and making sure they have the tools and support systems they require to succeed. Our institution actively ensures student's development in every realm of their careers. For this, some umbrella bodies play a major role such as student councils, various cells, committees, alumni associations, etc.

The student council of P.K.M acts as a driving force behind policy changes and the governing body for extracurricular activities. The council, which is made up of various student delegates, acts as a central authority for all clubs and committees, promoting efficient operations and fruitful interactions between the college system and its student community. The council promotes student leadership development, all-round growth, and community engagement through events, sports competitions, awareness campaigns, and academic forums. The council works closely with the administration and other students to support the goals of the institution and improve the welfare of every student, all while maintaining a vibrant and inclusive campus culture.

The institution also has well-efficient supportive progression cells that ensure a pivotal role in the smooth

supportive functioning of an institution such as a placement cell, grievance redressal cell, and welfare measures. The placement cell of P.K.M is very active as it holds a paramount position in extending indispensable guidance and support to student-teachers who must be placed in various reputed institutions. It stands as a cornerstone in facilitating student's transition into the professional realm.

Meanwhile, the grievance redressal cell plays a vital role in addressing and mentoring the problems of the students through their challenges and concerns. '**Jeevani**' is one of the commendable welfare measures implemented in the college under the Govt for giving counseling and mentoring to students. It provides a platform for students to voice their grievances and ensures timely resolution, fostering a conducive learning environment and also offering invaluable support throughout their academic journey.

P.K.M is deeply committed to ensuring that all students have access to the resources they require to excel both academically and personally. Scholarships and endowments are one of the most visible manifestations of this devotion. The alumni association also acts as a great venture to promote academic goals. A well-productive alumnus is powered in our institution. By forming a strong relationship between previous and present members, the institution fosters a sense of belonging and pride, affirming its purpose to promote overall development and well-being among students.

Together, these initiatives and bodies underscore P.K.M's commitment to nurturing overall development and ensuring the well-being of our student community in every aspect.

Governance, Leadership and Management

PKM College of Education's governance system is a reflection of its vision and goal, showcasing democratic methods and effective leadership. A governing council manages academic funding and quality efforts, among other things. Decentralization is implemented through committees and clubs, which promote inclusive decision-making. Committees like the Finance Committee and Academic Committee support transparency in the administrative, financial, and academic operations of our institution. The '**URJAKIRAN**' Energy Conservation Campaign serves as one of our best examples of how our institutional plans are strategically deployed. The diversified bodies, committees, and clubs within the institution function effectively, as seen by the meticulous minutes and significant programs such as the '**Laptop for All**' initiative that encourages the incorporation of technology in teaching. This cooperative structure guarantees openness, responsibility, and a lively learning environment for our college. Implementation of e-governance is completely operated with good efficiency for planning, administration, finance, examination System, and biometrics for both staff and non-staff.

With a thorough welfare framework, P K M College of Education shows a strong commitment to the overall well-being of its teaching and non-teaching staff. Various activities are organized to enhance professional development. The ongoing professional development of both teaching and non-teaching professionals is supported by enrichment sessions and professional competency programs.

For teaching personnel, the institution uses a comprehensive Performance Appraisal System (PBAS) that covers a range of topics related to teaching, research, and contributions to the institution. Every year, non-teaching employees are subjected to an extensive performance assessment. Financial accountability and transparency are ensured by careful fund management and internal and external financial audits. Fund-raising techniques draw from a variety of sources, such as management finances, government funding, PTA payments, alumni support, and staff contributions serve as a critical means to sustain the institution's operations, expand initiatives, and foster community engagement.

To institutionalize quality assurance procedures, the Internal Quality Assurance Cell (IQAC) is essential. The IQAC of our college acts as the strong pillar. In addition to managing numerous facets, IQAC also leads capacity-building projects and participates in social responsibility activities. IQAC monitors our institution and regularly evaluates the teaching-learning procedures to ensure that ICT-enabled instruction is in line with global sustainability standards.

Research development, technological integration, value-added courses, and administrative improvements are some of the best strategies that our institution promotes for professional and career development. The institution features noteworthy accomplishments in software creation, library development, and a progressive view plan for the upcoming teacher generation. This comprehensive strategy fosters a vibrant and superior learning environment by showcasing P K M College of Education's dedication and leadership to excellence and ongoing growth in both the academic and administrative areas.

Institutional Values and Best Practices

PKM College of Education always emphasizes values and its responsibility to act as a role model for other institutions. We have adopted a well-processed strategy for energy conservation that aims to reduce energy consumption. A 5KW grid-tied solar power project, regular energy audits, and the URJAKIRAN campaign are our trademarks in energy conservation. As part of the URJA- KIRAN, an awareness campaign initiated by the Energy Management Centre (EMC), Government of Kerala, P.K.M. College has been collaborating as the "Participating Agency" for Irikkur constituency since 2015.

We have formulated a comprehensive waste management strategy that starts with proper waste segregation and focuses on the reuse of materials, a proper bin system, the promotion of e-magazines, digital filing, etc. The college has biogas plants and vermicomposting. Moreover, our commitment to the environment is evident through our declaration as a plastic-free campus. Aligned with the principles of reduction, reuse, and recycling, the institution integrates environmental issues into policies and programs. The "Care our Earth" initiative is intended to promote sensitivity to nature. Investments in renewable energy, e- charging points, community gardens, rainwater harvesting, etc., showcase our commitment to environmental preservation.

Flood relief campaigns, various workshops, awareness campaigns on relevant days, field visits, etc. are activities for leveraging the local environment. Furthermore, various community activities are initiated by the college, such as the Pain and Palliative Care Awareness and Training Programme, yoga training, the Tribal Empowerment Programme at Wayanad, etc. During the pandemic, a series of programs, including the COVID-19 help desk, hand sanitizer, and medical kit distribution, were organized.

Peace education and the Share Our Spare Movement are the two best practices of PKM College. Peace education is intended to promote a peace culture by transforming our stakeholders into cadets of peace. Share Our Spare Movement aims at fostering compassion and social commitment among the various stakeholders through sharing knowledge and expertise and extending personal and professional help to the needy. The mega-project Next Generation Teacher @ PKM stands out as a perfect example of institutional distinctiveness. Under this exemplary project, seven goals have been set that envision prospective teachers as peacebuilders, environment protectors, health promoters, humanity propagators, equity promoters, digital experts, and research undertakers to make them sensitized global citizens.

Research and Outreach Activities

P.K.M. College of Education views research as a vital tool to stay updated on current knowledge in teacher education. The management has implemented a policy to enhance research, support teacher's professional growth, and develop a vibrant educational research culture. The primary objectives include empowering all teaching faculty to achieve doctoral degrees, instilling a research culture among students and faculty, generating collaboration and knowledge-sharing internally and externally, creating an inclusive research climate that values diverse perspectives, encouraging novel ideas, monitoring and evaluating research activities for continuous improvement, and encouraging teachers to become research guides in the University.

The college conducted research projects funded by both government and non-governmental agencies. One noteworthy initiative focused on Next Generation Teacher Education at PKM in the context of United Nations Sustainable Development. Another government-funded project centered on agricultural development. Our college received nearly 2.5 Lakh in research grants. The institution offers in-house support to teachers for research purposes, by providing seed money and granting study leave for research fieldwork. On average, teachers publish 13 research articles in various journals and contribute to creating 10-15 books with National and International recognition.

The Institution has organized over 50 innovative outreach activities in the past five years. The college conducts programs with maximum student participation and also hosts workshops, resource talks, interactive sessions with experts from various fields, field visits, awareness programs, knowledge culture exchange, and skill development programs. It significantly emphasizes national priority programs such as Swachh Bharat, AIDS awareness, gender sensitivity, yoga, Digital India, National Water Mission, etc. And the programs are organized by various clubs in our college and the value acquired through these programs highly influences student's thinking and sensitizes social issues and to contribute to community development. As part of our activities college received many honorable awards including the *Best Peace Initiation College*. College organize many exchange programs collaborating with many institutions, universities, etc for both academic and outreach activities. Some among them are the Institution Twinning Program,

- NEISSR, Dimapur, Nagaland
- St. Joseph College of Education, Mysore
- Anju Bobby Sports Academy, Bangalore.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P K M COLLEGE OF EDUCATION MADAMPAM
Address	Kaithapram P. O., Sreekandapuram, Kannur, Kerala
City	Madampam
State	Kerala
Pin	670631
Website	www.pkmcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jessy N. C.	0460-2230929	7909230929	-	pkmcedn@yahoo.co.in
IQAC / CIQA coordinator	Veena Appukuttan	-	9496192478	-	pkmiqac20@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Kerala	Kannur University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-03-2005	View Document		
12B of UGC	31-03-2005	View Document		
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	30-05-2015	105	The NCTE recognition is permanent and is valid until it is revoked under certain circumstances

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	Kaithapram P. O., Sreekandapuram, Kannur, Kerala	Semi-urban	5	2920.8

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,Educational,	24	Under Graduation	English	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				4			
Recruited	0	1	0	1	0	4	0	4	2	1	0	3
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	4	10	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	4	0	2	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
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	1	0	1
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	1	0	2

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	5	0	0	0	5
	Female	45	0	0	0	45
	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	2	1	0	1
	Female	6	7	8	6
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	2	2	2	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	4	1	1	2
	Female	21	23	23	20
	Others	0	0	0	0
Others	Male	2	4	5	4
	Female	13	12	11	14
	Others	0	0	0	0
Total		50	50	50	49

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution, is actively moving towards becoming a comprehensive, multidisciplinary school by transforming in line with the National Education Policy (NEP) 2020. In accordance with NEP criteria,
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teacher educators are being exposed to multidisciplinary experiences through the merger of independent B.Ed. institutions with arts and science colleges. The institution's dedication to digital learning is demonstrated by the creation of an e-Education Center and a state-of-the-art Multimedia Laboratory that provide online courses and interactive modules. Collaboration among alumni fosters knowledge sharing and mentoring, strengthening the learning ecosystem. With the introduction of credit-based courses, students now have more options for entering and leaving their academic careers. The goal of skill development centers is to increase employability, which is consistent with NEP 2020's focus on holistic development. For educators and students, the STEM Laboratory is a cutting-edge hub for robotics and artificial intelligence skill development courses. The STEM Laboratory's programs combine science and the humanities to provide a comprehensive, multidisciplinary educational experience. Using components of educational psychology and philosophy, teacher educators investigate the relationship between technology and pedagogy. In order to promote a creative approach to learning, student instructors take courses that incorporate STEM topics with artistic expressions. Courses on the moral implications of artificial intelligence in education and the fusion of robotics and the arts are two examples. Diverse courses are made possible by the institution's credit-based structure, which supports the trans disciplinary goal of NEP 2020. Interdisciplinary studies encourage the investigation of linkages between various topics by bridging several disciplines. Courses on professional development and skill enhancement empower instructors in areas like community engagement and technology integration by emphasizing practical skills. Technology is integrated into education through educational technology and e-learning courses, which also offer instruction on online teaching techniques and tools. Critical thinking is required for collaborative work in project-based learning courses. Courses on citizenship and civic education emphasize social responsibility. The strategic plan provides a flexible curriculum with different entry and departure points in alignment with NEP 2020. During the foundational years, students

	might choose to study science or the arts in addition to teaching approaches and topic knowledge. In the second year, specialization and exploration enable elective exploration and focus area selection. The third-year focus of integration and applied learning is on interdisciplinary projects, teaching practicums, and the availability of specialized certifications or diplomas. Innovative responses to societal problems are fostered by collaborative efforts across varied fields. Research centers that combine multiple disciplines and faculty members that collaborate across disciplines give priority to initiatives that combine expertise from other fields. Collaborative cultures are fostered through joint appointments, research symposiums, workshops, and support systems for interdisciplinary teams. Interdisciplinary research hubs, flexible course structures, joint degree programs, interdisciplinary majors, and project-based learning are just a few of the institution's excellent practices. Regular seminars and faculty development initiatives provide forums for information sharing and foster a collaborative attitude among instructors and students.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) has been established by the university through policy alignment with the National Education Policy (NEP) 2020. Creating a multidisciplinary approach to improve learning outcomes, establishing a credit bank infrastructure, and putting in place a credit-based system are some of the initiatives. Because the college is ABC-registered, students can take advantage of several entry and departure points during the programs they choose. This adaptability encourages a learner-centric approach and supports personalized learning pathways. Internationalization of education and smooth collaboration have been aggressively promoted by the university. Partnerships with overseas universities are formed, collaborative degree programs between Indian and foreign universities are facilitated, and systems for easy credit transfer between schools are established, among other things. Within the given framework, faculty members are encouraged to create their own curricula and pedagogical strategies. This entails having freedom in choosing textbooks, reading lists, assignment templates, and evaluation criteria. This methodology encourages creativity and flexibility in

	instructional strategies. One noteworthy example of the institution's application of ABC is the mentorship program, in which a mentor is appointed to each student to assist them in their academic endeavours. This individualized support system fosters a comprehensive learning environment and helps with efficient credit utilization.
3. Skill development:	In order to improve soft skills and vocational education in line with the National Skills Qualifications Framework (NSQF), the institution has put in place a comprehensive strategy. This entails working with professionals in the field, updating the curriculum, and holding skill-focused seminars. In order to integrate vocational education with regular education, a variety of programs are available to support it. These include of seminars, training programs, and specialized classes that teach students both theoretical knowledge and real-world experience. Emphasizing humanistic, ethical, constitutional, and universal human principles, our institution focuses on value-based education. This entails teaching students life skills to promote positivism in them as well as truth, moral behaviour, peace, love, nonviolence, scientific temper, and citizenship ideals. By requiring all students to complete at least one vocational course prior to graduation, a credit structure improves their practical skill set. To fill in the knowledge gaps in the faculty, industry veterans and Master Craftspeople are brought in to give students practical working experience. Diverse learning styles are accommodated by the multiple ways that vocational education is provided, such as online, remote, and modular alternatives on campus. By working together with NSDC, the vocational education process may be streamlined by providing a single platform for learner enrolment, skill mapping, and certification. With online and/or remote learning options available, more students can enrol in skill-building courses .By combining vocational education, enlisting industry experts, and implementing flexible learning modalities, the institution's best practices ensure a comprehensive approach to skill development and are in line with the National Education Policy (NEP) 2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Industry veterans and Master Craftspeople are invited to fill in the knowledge gaps in the faculty and

online course):	provide students with hands-on practical work experience. The variety of delivery methods available for vocational education, including online, remote, and modular options on campus, accommodates a wide range of learning styles .By collaborating with NSDC, a single platform for learner enrolment, skill mapping, and certification may be provided, thereby streamlining the vocational education process. More students are able to enrol in skill-building courses because to the availability of online and/or remote learning opportunities. Our college's best practices guarantee a complete approach to skill development and are compliant with the National Education Policy (NEP) 2020 by combining vocational education, hiring industry experts, and using flexible learning modalities. In order to accommodate students' interests and encourage the use of Indian languages in academic settings, the university seeks to provide a wide range of programs. Language fests, research assistance for endangered, classical, and tribal languages, and curriculum integration are all part of the endeavours to preserve and promote Indian languages. P.K.M. College of Eduaction, Madampam also prioritizes creating a dynamic atmosphere for the sharing of cultural traditions, supporting Indian arts through cultural events, and conserving old traditional knowledge through specialized research centres. By adding online courses that emphasize the Indian Knowledge system, our college complies with NEP 2020 and maintains a healthy balance between traditional and modern teaching methods. Furthermore, in keeping with the national education policy, our college also fosters cooperative projects with cultural groups, resulting in a comprehensive strategy for the integration of Indian knowledge systems.
5. Focus on Outcome based education (OBE):	A thorough evaluation of the current curriculum is frequently a part of institutional efforts to change the curriculum in favor of Outcome Based Education (OBE). This entails laying down precise learning objectives, matching them to the demands of the business, and incorporating them into the curriculum. It is customary to organize task forces or committees to supervise this transition in order to guarantee that different stakeholders are involved. Developing assessment instruments and procedures that objectively gauge the attainment of learning

	objectives is a common step in efforts to include OBE into teaching and learning processes. Workshops, resources, and faculty training programs are used to improve teachers' comprehension of OBE concepts and their ability to apply them in the classroom. Frequent evaluations and feedback systems make it easier to keep track of how well instructional strategies are matching intended results. In light of NEP 2020, some good practices for OBE may be supporting project-based learning, trans disciplinary methods, and on-going feedback loops. In order to monitor and evaluate students' progress and create a dynamic learning environment that changes to meet the ever-changing standards established in the National Education Policy 2020, college might also employ technology-driven solutions.
6. Distance education/online education:	By offering vocational courses in Open and Distance Learning (ODL) mode, college can reach a wider audience by offering flexibility to students who might be working or unable to attend regular sessions. This approach improves employability by making it simpler to develop practical skills and knowledge relevant to a certain industry. Technology-based tools are crucial to ODL because they make a wide range of teaching and learning activities possible. Educational institutions commonly use multimedia resources, video conferencing, and learning management systems (LMS). Blended learning fosters a comprehensive educational experience by fusing traditional and online learning methods. Institutional initiatives could include virtual lab integration, conversation facilitation, and interactive content creation. Adaptive learning strategies, on-going evaluation, and mentoring initiatives are a few examples of good practices in online and distance learning that are in line with the National Education Policy (NEP) 2020. By tackling the digital gap, institutions can prioritize the development of skills, encourage interdisciplinary learning, and assure diversity. It is also crucial to have assessment methods that complement NEP's emphasis on comprehensive development.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club was formed in PKM College of Education since 2018. One faculty is appointed as staff Co-ordinator of the club. As per the flexibility norms of the college every year student teachers are joined to the club as per their choice and interest. The motto of the club is to develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. So the club take initiatives to spread the importance and significance of voting among the students in a democratic nation. The club's activities are assigned to educate the students about the election process. Election awareness campaigns and interactive sessions organised by the club have also play a crucial role among the students to know more about the election and the voting rights.
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?	The ELC is relevant to develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. The student coordinators of Electoral Literacy club are appointed by college and the staff coordinator is selected by principal from the senior faculty member. ELC club initiated number of activities such as Constitution day celebration, Voters' day celebration, independence day celebration Awareness about voting rights etc. The club provide the platform for the students to learn about the democratic process and to be a part of it while also ensure that the club runs effectively and efficiently.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The electoral literacy club of PKM College is organising different programs. The club organized celebration of Constitution day. The aim of the program was to make aware of all about the importance of constitutional value and promoting civic awareness. As part of this celebration, club conducted reading of preamble of Indian Constitution in the morning assembly and conducting quiz competition on the topic Indian Constitution. Voters day was celebrated by the club with the aim of providing the students about the importance of voting. Voting is much important because it is the responsibility of every citizens of the country, this awareness was also provided through the programmes

	like pledge taking and by a talk on significance of voting. The college also conducted election that helps the students to familiar with the democratic process of election, its procedure, rules etc. College conducted "meet the candidate" program that provide opportunity to the candidates to show their talent, abilities etc. The electoral literacy club conducted a college union election awareness class. This provided information to the citizens about the electoral process. By raising awareness, these classes encourage people to actively engage in the democratic process by exercising their right to vote. The club also conducted programs on Independence day celebration. As part of the celebration, club organised programs like speech on importance of freedom, skit on national unity etc. These will evoke a sense of patriotism, promoting unity among diverse groups within a country. This encourages reflection on the importance of freedom, democracy and individual rights. Republic day celebration was also conducted by the club. Another initiative taken by the club is the celebration of human rights day. As part of the day, club organised presentation of skit on human rights issues, talk on people's rights and protection of rights of all individuals. These celebration promote awareness, advocating for justice, and fostering global commitment to upholding the dignity and rights of every individual. From the college several students has participated as field investigator in the Kerala Assembly Election 2021 post poll study conducted by Centre for Electoral Studies (CES) Thiruvananthapuram. These help the students to get an understanding about the voters behaviour and can evaluate the efficiency and fairness of electoral processes, etc.
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 Electoral Literacy Club of PKM College conducted a Kerala Lok Sabha Election Study-2019, a Centre for Electoral Studies, Thiruvananthapuram. The students have worked as field investigator/ Supervisor in the Pre and Post Poll survey conducted during the Lok Sabha Election. The work involved conducting in-depth face to face in interviews of selected respondents and coding. The students were trained in social scientific survey research in the workshops conducted at Thiruvananthapuram/ Kozhikode.
5. Extent of students above 18 years who are yet to be	An Electoral Literacy Club (ELC) is a platform to

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.

engage students through various activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. So the club has organised programmes and activities to ensure that people understand their right as voters and exercise that right with full knowledge and responsibility. So such programs conducted by the club helps to educate the voter about the importance of voting in a democratic country like India by electing a suitable and right leader. Election awareness campaigns were organised by the club before the college union elections. It also helps the voters be aware about the general elections and to ensure the active participation of the voter .A model of voting machine was prepared under the leadership of the club and department of social science and familiarized everyone with the voting system. Through this the voters can mark their vote effortlessly without any fear or confusions. All these initiatives on the part of the club motivate the voters to enrolled in the electoral roll and to participate in the election process.

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
99	100	99	100	98
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15
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
49	50	49	51	48
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	45	50	47
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	49	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

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

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
9	9	9	9	9

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
46.72	83.92	42.93	35.26	22.43

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

3.2

Number of Computers in the institution for academic purposes..

Response: 67

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:

P. K. M College of Education in Madampam, affiliated with Kannur University, promotes a distinctive sustainable curriculum aligned with seven UN Sustainable Development Goals. The college emphasizes a forward-looking approach, nurturing the shining gems and dynamic next-generation teachers at P. K.M. The college adopts innovative co-curricular, extension, and outreach initiatives and activities in the curriculum. Aiming for holistic student development in every aspect and enhancing better employment, the curriculum undergoes regular reviews and welcomes innovative measures. The curriculum at P. K. M adheres to the norms of Kannur University, NCTE. Meanwhile, progressively the college also integrates institution-level planning into its processes.

At the beginning of each academic year, a governing body meeting is conducted by the dynamic principal collaborating with esteemed faculty, heads of various co-operating schools, and representatives from various organizations to craft an inclusive curriculum and academic calendar in decorum with the university timetable. The crafted curriculum, co-curriculum, extension, and outreach activities are thus presented in the Governing body meeting. Further modifications and approval of the curricular plan occur within the meeting itself. The body's final decision leads to in-house curriculum planning within the college.

In developing the in-house curriculum, key contributors include the principal, institution faculty, representatives from schools (including practice teaching schools), employers, experts, students, and alumni. The process involves analyzing the previous year's curriculum and academic program, gathering feedback, and incorporating suggestions from these stakeholders. This collaborative effort shapes the upcoming year's curriculum, co-curricular plans, extension activities, and outreach initiatives.

Following the formulation of the in-house curriculum, a staff council is conducted to present and discuss each activity slated for the academic year. A deep overlook is done within this council by covering all aspects thoroughly examined and finalized during this session. Thus it results in the approval of the final framework for the academic calendar.

While a draft of the academic calendar is initially prepared and subject to necessary adjustments in the in-house curriculum meetings, IQAC meetings and general body meetings, the ultimate version is charted and approved during the staff council meeting.

The next important thing is the mid-course correction. Regular mid-course corrections are also implemented in each staff council session. Faculties actively cross-check and contribute their insights whenever modifications and improvements are deemed necessary.

Teachers promptly submit their curriculum plans to the college's Internal Quality Assurance Cell (IQAC) after the academic planning in the staff council meeting. Comprehensive evaluation encompasses both curriculum and co-curricular activities, including Teaching aptitude tests, subject competency tests, class tests, model exams, curricular and skill-based evaluations, value assessments, and more for co-curricular aspects.

The college implements the ASK competency evaluations (Attitude, Skill, and Knowledge) to analyze learner's insights and potential. Identification of learners involves assessing their organizational, research, and presentation skills. Continuous assessment and evaluation occur at each phase, with the college actively promoting the development of learner's potential and skills through diverse platforms and opportunities in both academic and non-academic domains.

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: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
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: 92.86

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
26	26	26	26	26

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
28	28	28	28	28

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
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:** 3**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	3	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:** 60.28**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
61	87	47	48	56

File Description	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
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: 4.44

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
0	22	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:

In the realm of education, teacher educators play an instrumental role in molding the future generation of learners. A profound understanding of teacher education is highly needed. Our commitment to this mission involves a multifaceted approach.

As an initiation, the Orientation program is conducted to guide educators into the teaching profession by providing a comprehensive overview of the education system, institutional policies, and more.

The Induction program systematically introduces educators to the school environment, curriculum, and teaching methodologies, ensuring a seamless transition into their teaching roles.

Special initiatives like Talents Day and Self-exposition create a supportive learning community by showcasing and celebrating diverse talents. Interactions with experts provide exposure to experienced educators, promoting the exchange of ideas, best practices, and insights into effective teaching strategies.

Pre-internship programs empower educators to apply theoretical knowledge in real-world teaching scenarios.

Discussion forums, such as Demonstration and Criticism classes, promote a reflective teaching approach by analyzing and evaluating teaching methods through constructive feedback.

Practice teaching allows educators to implement theoretical concepts under supervision.

School visits to diverse educational settings broaden educators' perspectives, while participation in extracurricular activities promotes holistic development and strengthens teacher-student relationships.

Observations of experienced practitioners and model school visits refine teaching methods by providing valuable insights into successful practices and innovative approaches.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Procedural knowledge in teacher training provides instructional methods for diverse specialization levels, equipping educators with targeted skills and strategies for effective teaching in various academic contexts. PKM College of Education places a strong emphasis on preparing student teachers through a multifaceted approach. This includes both micro and macro teaching techniques. The field trips and internships offer practical, hands-on experiences in educational settings. The faculty of the college uses different strategies and techniques like brainstorming, group discussions, PowerPoint presentations, and the use of audio-visual aids for the clarity and understanding of each subject prescribed in the curriculum. The workshop and seminar sessions contribute to the academic enrichment of student teachers, fostering a deeper understanding of teaching methodologies. Model school visits also provide insights into effective educational practices.

Procedural knowledge in teacher training tailors instructional methods for diverse specialization levels, equipping educators with targeted skills and strategies for effective teaching in various academic contexts. Procedural knowledge in teacher training tailors instructional methods for diverse specialization levels, equipping educators with targeted skills and strategies for effective teaching in various academic contexts. PKM College of Education focuses on equipping student teachers with innovative techniques like micro and macro teaching, demonstration classes, field trips, internships, seminars, and workshops. Pkm College of Education places a strong emphasis on preparing student teachers through a multifaceted approach. This includes both micro and macro teaching techniques, where students engage in small-scale practice sessions as well as broader instructional strategies. Demonstration classes provide real-life examples, while field trips and internships offer practical, hands-on experiences in educational settings. Seminars and workshops contribute to the academic enrichment of student teachers, fostering a deeper understanding of teaching methodologies. Model school visits provide insights into effective educational practices, and collaboration with school programs ensures a connection to real-world educational scenarios. In essence, P.K.M College of Education integrates various pedagogical tools and experiences to equip student teachers with a comprehensive skill set, preparing them for the dynamic challenges of the teaching profession.

Capability to extrapolate from what one has learned and apply acquired competencies

The learned knowledge becomes meaningful when it is actively utilized for the betterment of society. Our institution firmly believes that the ability to draw conclusions from acquired knowledge and effectively apply learned competencies is a crucial capacity for creating academic and practical success. Students enhance their skills through a comprehensive approach that integrates theoretical and practical teaching aspects through micro and macro teaching practices. Student teachers engage in various skill

development programs. Practical applications occur during school internships and field engagements, where acquired knowledge is put into practice. Observing demo lessons and classroom sessions conducted by experienced educators during internships and school visits aids in skill acquisition. Additionally, students receive guidance in preparing teaching aids and crafting lesson plans, crucial for their future careers. To ensure all-around development, yoga classes are conducted, emphasizing a sound mind in a sound body, as well as interactions with experts to provide insights and knowledge based on real-world experience, offering practical perspectives beyond textbook knowledge. The ability to extrapolate from what one has learned involves the ability to extend knowledge beyond specific instances and apply acquired competencies to new or unfamiliar situations. Our college believes that developing this cognitive flexibility is crucial for meeting real-world challenges.

Skills/ Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Students engage with practical applications of these concepts through value-added courses and Enhancing Professional Competencies (EPC) courses. Value-added courses aim to enhance student's development by incorporating essential skills like Emotional Intelligence, Critical Thinking, Negotiation, and communication skills. These courses go beyond traditional academic content, rather they focus on cultivating competencies that contribute to students' personal and professional success. Similarly, EPC courses specifically target the development of skills crucial for effective collaboration with others, which creates an environment that promotes teamwork and interpersonal skills. Giving responsibilities in various programs in college makes the student teachers develop leadership qualities communication skills, and organizing skills. The establishment of various committees and clubs, then also department programs, and co-curricular activities provide a platform for students to showcase their talents, including literary pursuits such as quizzes, debates, paper presentations, and programs for developing digital competence. In addition to theoretical knowledge students gain practical competencies, and generate different aspects of personality. Peer guidance and tutoring create collaborative work, while opportunities to take on responsibilities in college activities, celebrations, and special events encourage teamwork. Various clubs and committees, such as the language club, Maths club, and science club, contribute to organizational and participatory skills.

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
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:

Development of school system: Institution plays a vital role in providing the students with a thorough understanding of the diverse school systems in India, that offers a unique perspective that extends to an international and comparative framework. This is mainly achieved through a blend of theoretical content aligned with the syllabus, practical knowledge imparted via curriculum, school internships, field trips, and special school visits. Each department of our college initially prepared an action plan that contains various strategies that familiarize the learners with the diversity in the school system.

Functioning of various Boards of School Education: The educational journey, spanning the first to fourth semester integrates practical exposure through field visits to Government schools, aided schools, and special schools as part of their acclimatization process. Diversity in the syllabus (Kerala, ICSE, CBSE) is also given importance.

Functional differences among them: Various programs were conducted collaborating with different schools, and colleges. Even the faculty/student exchange programs were initiated. Through this collaboration, we can understand the administrative process, practical variations, mode of instruction even the differences in the textbook, curriculum planning, syllabus, etc, which are widely analyzed.

Assessment systems: Each department took initiation in analyzing the textbooks, syllabus, and the assessment they followed. Comparatively, Indian assessments tend to be more exam-centric, while international systems often prioritize holistic evaluation, considering factors beyond exam performance. Understanding these diversities equips students with a broader perspective on educational assessment methods worldwide.

Norms and standards: The student teachers are familiar with the global norms and standards for teaching and evaluation. To understand this much more deeply the experts and the teachers who are working abroad are invited and through their interaction, the learners may be able to understand the national and international standards of schools and colleges. PKM College of Education invited an alumnus, Mr. Prasad who is working as a faculty in an Australian school.

State-wise variations: Various programs, seminars, and workshops were conducted in cooperation with schools and colleges of other states. A two-day National seminar was conducted in collaboration with St. Joseph College of Education, Mysore. Through this seminar a cultural exchange takes place. Student teachers try to understand the administrative patterns of college, the admission system, roles and responsibilities, etc.

An International and comparative perspective: From the very beginning each department takes the initiative to know more about the syllabus, curriculum, and evaluation. These things were widely discussed. Through this analysis, the student teachers may get an idea about International pedagogic strategies.

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:

Through a diverse array of curricular experiences, the institution attempts to connect theoretical knowledge with practical applications, preparing students completely for the demands of the professional field. For that as an initial step, the curriculum is strictly designed to integrate theoretical foundations with hands-on experience. This ensures that students not only grasp theoretical concepts but also engage in practical applications, allowing them to connect classroom knowledge with real-world scenarios. This interconnected approach cultivates a deeper understanding of the subject matter, enhancing students' ability to apply their learning in diverse professional settings.

Furthermore, the institution places a strong emphasis on experiential learning opportunities. Students actively participate in teaching practices, internships, and community engagement initiatives. These experiences exhibit the multifaceted aspects of education. By working in real classrooms during internship periods students develop a deeper understanding of the challenges and opportunities present in the professional field.

Collaborative seminars, workshops, projects, and interdisciplinary activities also play a vital role in learning. By coming across various collaborative projects the learners will get insights from different areas that help them to encounter diverse teaching methodologies. For further enhancement, students are exposed to innovative teaching methods and technology-integrated teaching strategies. This technology-integrated method equips students with essential digital skills. Moreover, our institution provides opportunities for reflective practice. Through these feedback sessions, peer teaching, regular assessments, and self-reflection, students learn to critically evaluate their teaching methods and adapt them to different contexts. It also emphasizes the development of critical thinking and problem-solving skills. A wide range of curricular experiences was provided.

The institution places a strong emphasis on making a research-oriented mindset within the student teachers through a diverse range of curricular experiences. Students are exposed to a variety of research tools and techniques. Outreach programs were also given their importance. The college promotes the publication of research papers among student teachers.

The major contribution was in the context of the United Nations Sustainable Development Goals

(UNSDGs), Next Generation Teacher Education at PKM College of Education aims at the whole person development of student teachers for which seven goals to be attained through their two-year B.Ed program have been set: becoming teachers who are *peacebuilders, environment protectors, health promoters, humanity propagators, equity promoters, digital experts and research undertakers*. PKM College of Education aims at the whole progressive development of the student teachers, the Next Generation Teachers who are to face the global challenges and the ones to guide the younger generations to come.

File Description	Document
Documentary evidence in support of the claim	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
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
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: 99.6

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 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: 65.33

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
10	10	10	9	10

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
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: 1.61

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
1	1	1	0	1

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

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:

Admission Committee

The institution boosts a meticulously organized Admission Committee led by the principal and faculty representatives. Before the admission cycle, the committee distributes an educational advertisement bulletin and a detailed chart detailing the college's facilities, working under the direction of the principal. It gives students access to comprehensive information about the college. The institution welcomes students from a broad range of socioeconomic backgrounds each year. Their admission is based on their academic standing, the seat that the government has allotted them, and any applicable reservation processes. The admissions committee determines whether the candidate meets the course prerequisites. The assessment process consists of

1. Teaching aptitude assessment, teaching competency test, and subject competency test

The college uses an extensive baseline evaluation procedure to identify the various learning requirements of its students. The evaluation includes a teaching aptitude assessment, gauging candidates' enthusiasm for teaching. Teaching competency tests assess pedagogical skills while subject competency test ensures a strong foundation in chosen subjects.

2. Student Induction Program

The college incorporates student induction program that is designed to familiarize students with the institution's expectations, resources, and support services. This process assesses students' adaptability, initial knowledge gaps, and their understanding of the academic program. Interactive activities and discussions during the induction program help educators gain insights into individuals. Additionally, diagnostic assessments are conducted to gauge their knowledge and skills.

3. Orientation program

The orientation program evaluates students' organisational skills gauging how well they manage tasks and responsibilities. Through interactive sessions, the assessment focuses on verbal communication skills, essential for effective teaching.

4. Performance Day: Talents Day and self-exposition

Events like Talents Day and self-exposition provide a platform for students to showcase various skills, uncovering hidden talents and boosting confidence. Based on their interests, students are grouped into different clubs and cultural activities. This form of informal assessment allows the students to identify their shortcomings and habits and helps teachers to take necessary action for their improvements.

5. Digital assessment

Integration of digital assessments gauges students' familiarity with technology, ensuring readiness for the digital aspects of modern education. This includes evaluating their digital literacy, familiarity with educational technologies, and adaptability to online learning programs.

6. Physical fitness test

In sports, a physical fitness test is conducted to assess students' baseline abilities. This includes assessments such as endurance runs, strength evaluations, power and fitness. The goal is to create a comprehensive understanding of each student's capabilities and tailor educational strategies accordingly.

7. Learner profiles

Learner profiles involve collecting information on students' strengths, weaknesses, preferences, and learning styles. The aim is to build a comprehensive learner profile that guides educators in adapting teaching methods to suit individual needs and fostering a supportive learning environment.

8. Students' Co-curricular Performance

Our institution customizes academic help based on student's past performance in competitive tests, sports, and the arts, ensuring that each student is prepared for professional education programs.

9. EPC Workshops

Institution conducts workshops as part of enhancing the professional competency of student teachers consecutively.

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

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11

2.2.4.1 Number of mentors in the Institution

Response: 9

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

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:

P K M College of Education follows a learner-centered academic plan where multiple modes of approaches are used to enhance the qualitative dimensions of the institution. Learners are given a platform to polish their knowledge of new trends in the academic sector, updated aspects of research, and opportunities for deriving practical solutions for probing questions.

Experiential Learning: field experiences, workshops, competitions, study tours, outreach activities, acclimatization programs, and expert lectures are the major resources provided by the college to have practical experiences on pedagogic knowledge as well as to develop the social skills demanded by the world.

Interactive and participative / Cooperative – Collaborative Learning: The college promotes peer teaching, projects, debates, discussions, day observances, and demonstration classes to transact the subject matter by keeping a space for self-construction of knowledge on the learner's part.

Problem-solving methodologies: students are given opportunities to conduct and participate in surveys, analysis of its results, other club activities, collaborative tasks, mini-research projects to have practical knowledge on particular topics.

Focused Group Discussions: teachers use focused group discussions as the basic mode of transaction in the classrooms where organization of learning, production of learning materials, synthesis, and adaptation of the content into various forms are conducted to ensure competence among learners.

Online mode of transaction: Post covid situation offered a blending of offline and online practices in the academic sector. As part of it, LMS software was developed and it has been used for the past two years. All the academic records of the learners are preserved and circulated through this.

Blended learning: Due to the availability of digitally supported classrooms, the teaching-learning process became effective and useful as offline and online classrooms are simultaneously at work and it enhanced the digital competency among learners also. These facilities provided more opportunities for the learners to conduct and participate in webinars, online discussions workshops, etc. To meet the demands of the day, the learners are trained to develop digital content, create their online platforms, and for the circulation of the same. Integration of ICT in classroom transactions is also encouraged in this regard.

Brain storming

Frequent brainstorming sessions have been handling by different faculty members once in a week on different burning issues.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

2.3.2

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

Response: 100

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 100

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

Response: 99

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: A. Any 4 or more 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
Link of resources used	View Document

2.3.5

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

Response:

The institution is dedicated to fostering an immersive mentoring environment for all students. We prioritize consistent monitoring and mentorship to enhance academic performance, uncover individual strengths, and address areas of improvement. Our commitment extends to providing tailored tutorials and offering a range of value-added courses that align with student's interests and intellectual capabilities.

a) Working in teams

As the academic year commences, newly admitted students are evenly and heterogeneously distributed among all working teachers at the college. Each teacher, regardless of department, is assigned a group of students. The college incorporates an additional period into the regular timetable, dedicated to either value education or mentoring. During this designated time, students engage with their assigned mentors for meaningful interactions and information sharing and the teacher also evaluates the learners. The mentoring is also done in two dimensions, single and group. Beyond that, there is also optional mentoring. The head of the institution also mentors the students very profoundly and sorts out the shortcomings and issues that he or she faces in the college. As part of mentoring, a common value education is also implemented where learners are directed to share their thoughts and perspectives based on a value. From the thoughts and values shared by the learners, the teacher gives mentoring. Peer mentoring is also done in the college.

b) Dealing with Student diversity:

An all-encompassing five-day orientation program functions as a thorough mentorship program for new students at the college. Through this program, student teachers can actively interact with faculty members, developing fruitful mentorship relationships. Teachers recognize, consider, and meet the various requirements of students through interactive sessions. Customized tutorials fill in the gaps that were found during these sessions, and they are enhanced by Bridge courses that bridge the gaps between previous and current subjects at the very beginning. Along with project work, assignments, and teaching-learning resources, students are also assisted in building trusting bonds with mentors. This creative strategy makes sure that mentoring is a part of every facet of the student's educational experience, fostering their interests and potential in the wide field of education.

C)Balancing home and work stress:

The college creates a serene and friendly environment, emphasizing the mentor's role in prioritizing and positively working toward task completion. Notably, the mentor's readiness to undertake any task is crucial. To mitigate stress, the institution organizes sports activities, excursions, and subject tours, facilitating student interaction and social bonds. Teachers consider students' stress and needs, assigning activities based on their preferences. The college, recognizing the importance of balance, promotes learners in various ways, including field trips for optional classes to alleviate work-related stress.

d)Keeping oneself abreast with recent developments in education and life

The college provides a wide range of opportunities to the learners based on their capabilities and talents. The college also organizes various programs, seminars, webinars, classes, and activities both optional and general to spread knowledge and awareness on recent issues, so that the students get updated. As part of the emergence of NEP 2020 an in-house open session was handled by prof. Amrith. G. Kumar from Central University of Kerala.

File Description	Document
Documentary evidence in support of the claim	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 institution holds for the whole growth of the student teachers, preparing the next generation of

educators to confront global challenges and guide future generations. In pursuit of creating capable next-generation teachers, the institution initiated the dream project “Next Generation Teacher Education at P.K.M” in 2019, aiming to achieve seven specific goals to be attained through their two-year B.Ed program: becoming teachers who are peacebuilders, environment protectors, health protectors, humanity propagators, equity promoters, digital experts and research undertakers.

Case 1

Exchange programs:

Participating in exchange programs cultivates creativity, innovation, and intellectual skills in students. These programs encompass academic, cultural, values, and knowledge exchanges, often carried out through partnerships and collaborations with various organizations/institutions/ NGOs.

Major highlights

Institutional Twinning Programme with NEISSR (10-14 December 2019)

An example of an academic exchange is the Institutional Twinning Programme held between P.K.M College of Education and North East Institute of Social Science & Research, Dimapur in association with Bethlehem Educational Research Foundation & Peace channel Nagaland was materialized from 11th to 14th December 2019, Dimapur, Nagaland, India, which focuses on the role of teachers and parents as peacebuilders. The objectives set for this program are:

- Joint Global Peace Building Initiative
- Peace Education for the marginalized
- Faculty and student exchange program
- Peace collaboration across cultures

Institutional Twinning Programme with St. Joseph College of Education, Mysore

Partnering with St. Joseph College of Education, Mysore, we organized a National Seminar that involved reciprocal events at both institutions. Students from St. Joseph College presented their papers at our college and vice versa showcasing innovative ideas. This interactive exchange facilitated the sharing of knowledge and ideas during panel discussions. The interactions among educators and students enabled a deeper understanding of variations in the teaching-learning process, fostering pedagogical exchange.

Institution Twinning Programme with Anju Bobby Sports Academy Bangalore

P.K.M College organized an institutional twinning program on November 9, 2019, for first-year B.Ed students in collaboration with Anju Bobby Sports Academy, Bangalore. The primary goal was to visit the Anju Bobby Sports Academy and engage in an interaction with Olympian Anju Bobby George.

Case 2

Inclusiveness

By creating inclusivity, students can generate qualities such as empathy and essential life skills.

Significant groups facing exclusion in our societal mainstream include those with exceptional or disabled characteristics, the elderly, and individuals based on gender. P.K.M College is active in several activities such as providing learning support to children with special needs, addressing students' learning disabilities, and caring for those with socio-economic and psychological needs.

Oppam, PKM College Madampam has actively collaborated with the nation in navigating the challenges of survival and resistance during the COVID-19 pandemic. The college is dedicated to intertwining social commitment with the educational process, it was an approach to address concerns and uncertainties amid the pandemic and lockdown period. This initiative reflects a concerted effort to adapt and contribute positively to the community's well-being in those challenging times. We actively participated in various initiatives including

Share Your Spare Movement

The “Share Your Spare movement”, aims to encourage a culture of giving by placing drop boxes in colleges for surplus items like money, books, pens, and useful accessories. The collected items are then distributed to school students and residents of old age homes, promoting a sense of community and encouraging individuals to contribute to the well-being of others.

Share your sight

This program is designed specifically for visually challenged individuals. It features a talking text that aims to enhance their involvement in inclusive education, providing a more accessible and inclusive learning experience for them to facilitate their participation in inclusive education

Community Kitchen

Sanitizer Distribution

Municipality Covid Care Program

Covid Fitness Training

Karuthal (Help Desk): Providing psycho-social support to those in need, serving as a valuable assistance platform.

Pragya (Share Your Wisdom): Offering online learning support specifically tailored for students at risk, ensuring educational assistance.

PKM Informatics: Digital literacy program for women

Vaccine Challenge: Engaged in initiatives related to addressing challenges and promoting awareness around vaccines

Video class library: Established a library of motivational videos to inspire and uplift, contributing to the educational environment

Pain and Palliative Care Awareness and Training Program collaborated with ‘Kaniv’, ‘Samaritan,’ Palliative Care Unit, and ‘Janamaithri Residence Association, which aims to improve the quality of life for individuals facing serious illness.

Elderly individuals are honored during ***Mannu, Manushyan, and Mahathmavu***, an environmental education and experimental learning program. An integrated program on environmental education and experience learning was held on October 15 and 16, 2019, in commemoration of Mahatma Gandhi’s 150th birth anniversary and the 25th anniversary of P.K.M College of Education. This program shed light on agricultural, cultural and native knowledge under the title, “Mannu, Manushyan, Mahathmavu” publications of editions based on agricultural lessons, as a part of cultural traditions, programs like “Thaneerpandhal”, “Thodiyile Currikal”, “Chitrasamvadham” was conducted. Elderly individuals are honored during this environmental education and experimental learning program

Day Observances

Various day observances like World Disability Day, Women’s Day, Human Rights Day, Hiroshima Day, World Disability Day, National Mathematics Day, Independence Day, and Vigilance Awareness Week 28th October to 2nd November 2019 play a crucial role in raising awareness, creating unity, and celebrating important aspects of life, culture, and history. They provide opportunities for reflection, education, and collective action on various issues, contributing to a sense of community and shared values. Engaging with experts in a specific field and the invited lectures brings valuable insights. Exchanging ideas also gives a deeper understanding of the issues. Various programs were conducted like Gandhi Smrithi Kalayatra, A day seminar – on Indian Nationalism and Gandhian thoughts, one day state level seminar on the Right to Have Rights etc.

These kinds of innovative programs may result in the transaction of knowledge, attitudes, and skills and may generate empathy for fellow beings, and new decisions and new ways of thinking and inclusiveness are created and that can result in the teaching-learning process too.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional

areas through specially designed activities / experiences that include

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

Response: 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
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
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: B. Any 4 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
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

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship program is planned and organized systematically with necessary preparedness.

- 1.Selection and identification of schools for internship**

It is participative as each learner is given a choice for selecting schools by analyzing the proximity, medium of instruction, the ability of the students, the standard of the school, and requirements of the school in general.. It helped to form a heterogeneous group of learners from various departments. Each learner has to give 3 choices according to their priorities and a list of allotments will be displayed accordingly.

1. Orientation to school principals/ teachers

Communication with the school authorities is given through written and digital modes. A collective orientation to the school principals and teachers is arranged at the college .

1. Orientation to students going for internship

A written guideline consisting of rules and regulations of the internship program is circulated among the students. An orientation program is also arranged by the college for all and an optional discussion follows.

1. Defining the role of teachers in the institution

A consolidated idea of the personal, academic, and professional role of teachers and their responsibilities is disseminated through this session.

Role of optional teachers

As part of the pre-internship, teacher educators guide the learners to frame lesson plans, different tests, remedial measures to be adopted, and innovative and experimental techniques to be practiced in the classroom. The awareness of techno pedagogy as the need of the hour is reinstated. Timely observation during internship, proper feedback and corrective measures, and assistance in forming assessment tools are other duties dealt with by teacher educators.

School teachers

Interaction before and after the class and supervision and constructive criticism of the classroom transactions are the basic contributions of the school teachers.

1. Streamlining the mode of assessment of student performance

The student's performance is assessed at multiple levels through observation by school teachers, teacher educators, general educators, the head of the institution, peers, learners self-evaluation, etc. Direct observation follows a pre-set criteria and rubrics, and based on this proper feedback and suggestions are given individually as well as in groups. Online interactions are also made during the internship period. A monthly feedback session is conducted to analyze and resolve practical problems faced by the interns at school. The analysis of records like reflective journals, and work diaries enhances the qualitative dimensions of student assessment.

1. Exposure to a variety of school setups

It is carried out through multiple visits to school with distinct purposes

School acclimatization: interns choose a school near their location and analyze the school administration and organizational programs, classroom transactions, physical infrastructures learner characteristics, etc through observation for a week.

Pre-internship interaction: an academic interaction with the head of the institution and supervising teachers is carried out before the internship period.

Criticism classes: an opportunity for the learners to experience real situations in schools, to work out theoretical inputs they have learned, etc.

During internship: experiences in school activities both administrative and organizational part, classroom transactions regularly, special cases in classrooms, etc.

File Description	Document
Documentary evidence in support of the claim	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: 7

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

Response: 7

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

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: C. Any 4 or 5 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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

Role of Principal /College Head: The principal of PKM College of Education plays a pivotal role by actively overseeing the internship program. Regular meetings with school coordinators and interns are conducted to gauge progress and address challenges. Continuous feedback loops are established, promoting a dynamic learning environment. The principal collaborates with faculty to align internship objectives with academic goals, ensuring a harmonious integration of practical experience and educational outcomes for students.

Role of General Educator: Through mentorship and feedback, the General Educator guides interns, fosters professional growth, addresses challenges, and ensures symbiotic relationships. This proactive involvement of the general educator ensures a comprehensive and impactful internship program, enriching students with practical skills while reinforcing academic principles.

Role of Mentor Teacher Educator: The Mentor teacher educator visits the school regularly during the internship program without prior information to the interns. The mentor teacher educator assesses the interns concerning their lessons, activities, achievement test involvement in school activities, weekly

reports, reflective journals, action research projects, and others. Through observations and mentorship sessions, they address challenges, facilitate reflection and guidelines, and enhance professional enhancement. Teacher educators play a crucial role in bridging theoretical knowledge with practical application, ensuring interns gain valuable insights and skills.

Role of the physical educator: The physical educator assesses interns' engagement in physical education activities, ensuring alignment with curriculum objectives. Collaborating with school authorities, the physical educator provides valuable insights into the intern's performance and development.

Role of internship in charge: The internship in charge is the teacher educator in the institution nominated by the principal to coordinate the school internship program. The concerned teacher fosters open communication channels, allowing interns to seek guidance. The internship in charge also creates a tour diary for teacher educators which ensures a structured approach for optimal impact during the internship.

Role of school Head: Actively engaging with interns and collaborating with institutions, they ensure internships align with educational goals. The principal conducts regular assessments, fostering a supportive environment for interns to thrive. The school head assigns a mentor teacher to each intern and appropriate feedback is given at regular intervals to improve innovativeness, performance, capacities, and abilities.

Role of supervising teachers and other teachers: The students approach their respective supervising teachers and other teachers as instructed by the school principal. The monitoring mechanism led by the master teacher is a comprehensive and dynamic process. It involves a clear objective setting, regular assessments, observations, mentorship sessions, effective communication, and a focus on continuous professional development. The master teacher ensures that each intern not only meets academic requirements but also emerges from the internship with enriched practical skills, a deep understanding of the teaching profession, and a positive impact on their professional journey.

Role of peers: The peer group observes at least 5 lessons delivered by each student teacher in each pedagogy including ICT and integrated lessons and provides feedback that helps the student teachers to be aware of their strengths and weaknesses.

File Description	Document
Documentary evidence in support of the response	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

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 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

2.5.2

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

Response: 88.89

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

Response: 8

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: 17.78

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

Response: 160

File Description	Document
Copy of the appointment letters of the fulltime teachers	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:

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

The institution ensures a high-quality progression in teachers' professional development through meticulous in-house curriculum planning. This process aligns topics with current educational trends, integrates technology, fosters collaborative learning, and addresses diverse needs. The college regularly assesses and adapts the curriculum based on feedback to maintain relevance and effectiveness. Teachers then implement these plans to cultivate academic strategies.

The integration of current professional development, including UN goals, is foreseen by teachers based on the in-house curriculum planning. The emphasis on professional growth was heightened during the Silver Jubilee year in 2019. As part of the National Education Policy (NEP), a discussion involving all teachers was conducted to prioritize their ongoing development.

Each academic year features a retreat where teachers share thoughts and perspectives, fostering the dissemination and uptake of insights. Experts also participate in these retreats. Additionally, teachers engage in various programs such as international and national seminars, webinars, discussions, debates, and other intellectual events to enhance competencies and acquire new skills.

The college initiates and organizes various insightful talks through highly resourceful experts. During these talks, the teachers ask their queries which promotes their professional growth.

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

P.K.M College promotes the professional growth of faculties by enriching various exposure and experiences to develop themselves to build distinguished professional development in every dimension. The important activities related to the professional growth of teachers are disseminated with colleagues and other institutions through the college web portal and other social media like Instagram, YouTube, etc.

The college encourages the teachers to build their careers by forming meticulous plans to supplement and enhance various skills and potential to engage themselves professionally update. As a part of it, various programs are initiated by the college. One such major program was the '**Institutional Twinning Program**'

File Description	Document
Documentary evidence to support the claims	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:

College follows a continuous and comprehensive evaluation pattern for assessing the students where skills, attitudes, and knowledge are tested by using various techniques.

I. Tests – managed and monitored by the examination committee of the college and IQAC

a. Entry evaluation – done through subject competency test at the optional level and teacher aptitude test in general. This data is used to analyze each learner's ability level, skills, and attitude.

b. Model and Mid-semester examination – conducted before semester examinations. Proper feedback and remediation are given in class itself both individually and in groups.

c. Exit Test

II. Ongoing assessment

1. Overall performance

A student is assessed based on the pre-set criteria developed by the college. This strategy consolidates the performance of a student as stretched out in core papers, electives, and EPC and it is evaluated by using multiple strategies.

- Academic performance in the class
- Participation in activities of the college
- Engagement in extra-curricular and co-curricular activities
- Roles performed- leadership, coordinator, organizer, and participant
- Reflections on values and attitudes
- APC

1. Assignments

The works assigned to the learners are highly pedagogic and research-oriented in nature. Each learner gets a chance to explore and express themselves through this which reflects the competency expected by the new academic trends of the world. The orientation for the same is given in the optional class as well as through the add-on course - Research in Education- provided by the college. It is a platform for developing research aptitude and a guide to publish papers of international relevance.

1. Practice teaching evaluation

Optional teacher follows a formative evaluation pattern during the internship period where performance, records, co-curricular, and extra-curricular activities, values, attitude, and aptitude of the learner in person is evaluated.

1. Assessment by PTA and Staff Council

PTA plays a vital role in the development of the institution. The regular meetings and analysis of various academic reports contribute to remarkable growth in this regard. The students with achievements in various tests and competitions are honored by the PTA on merit day. The staff council meets every month and detailed discussion on the same is conducted.

1. APC –

College follows a biometric system for keeping the attendance of the students and it is consolidated and displayed timely as part of each semester. The grievances are met and clarified by the IQAC of the college. All these academic documents are preserved and circulated in the LMS of the college.

III. Question Bank

Previous year question papers are collected and compiled in the college library students are enabled to access them anytime.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a formalized process in place for handling grievances about internal evaluation. Faculty members speak to students about the various components of the evaluation process at the beginning of the B.Ed program. Students can choose to address their complaints about exams with the faculty in charge of internship and examination and the Principal.

Functions:

- To make all necessary arrangements for students to voice representations, objections, or grievances regarding exams and evaluations.
- To investigate the complaints.
- To provide the principal with the appropriate recommendations.
- To transfer grievances related to examination and evaluation. To take the appropriate steps to address or resolve the grievances.

Grievance related to internal assessment and examination: The principal and the responsible teacher inform the pupils about the examination evaluation system and the methods for achieving the CLOs and PLOs during the orientation program. The college examination committee conducts its internal examinations with great care. The institution uses a methodical process to prepare question papers, which are then followed by a weighing table, a blueprint, and an evaluation scheme for each subject when organizing internal exams for students. Following the distribution of the answer sheets by the faculty to the students, a detailed analysis of the answer key is conducted, which includes a discussion of the marks assigned to the questions and the points for the answers.

Our institution established a three-tiered approach to handle student grievances by the guidelines set forth by Kannur University most constructively and healthfully because it is harmful to suppress grievances. The optional teacher in charge of tier 1 handles complaints in the optional classes. If a student has a direct complaint and their issue is not resolved, they can go to Tier 2, which is made up of the principal and the staff adviser. They can contact the tier 3 grievance redressal cell if their complaints are not resolved there as well. The principal serving as convenor, the joint convenor, and two committee members make up the grievance redressal cell. The grievance redressal cell will handle the cases and ensure that the students receive justice. In addition, the student has the option to speak with the grievance redressal cell directly for both common and personal issues.

Grievance related to the internship program: The internship is a required component of the B.Ed. program, and it will be completed in two sessions after elementary and secondary education for some students, while others have secondary and higher secondary education. The details of the internship program are discussed between the internship coordinator and the principal. Now and then, practice students run into issues with fitting in and getting along with their fellow interns. They will have the chance to resolve these problems with the assistance of mentor teachers and the administration. Interns express dissatisfaction with practical exams due to inadequate preparation time leading to stress and anxiety. Improved guidelines and communication are crucial for resolution. Our goal is to give them a fulfilling experience so they may advance professionally.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

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

Response:

P. K. M College of Education exemplifies a well-planned strategy for orchestrating the academic calendar, specifically for the seamless execution of internal examinations. At the outset of each academic year, the institution profoundly formulates a comprehensive schedule for internal evaluations, which is

tentatively outlined in the academic plan. This proactive approach ensures a structured framework for assessing students throughout the year.

The internal evaluation process at P. K. M College of Education is marked by meticulous preparation, encompassing various criteria and aspects crucial for a holistic assessment. The academic handbook is a definitive guide, outlining the specific methodologies employed in evaluating student performance. The institution employs a multifaceted approach, incorporating class tests, mid-semester exams, and model exams as key components of the evaluation process.

A distinctive feature of the internal evaluation system is the inclusion of monthly assessments. Teachers actively engage with students through tasks, seminars, assignments, and other participatory activities, using these as an integral component in evaluating and assessing student progress. This monthly evaluation format provides a continuous feedback loop, fostering a dynamic learning environment.

The internal evaluation process is not a solitary endeavor; rather, it involves a collaborative effort within the staff council. Regular meetings are conducted to discuss and refine the evaluation process. Teachers from various disciplines contribute their perspectives on student achievements and areas that need improvement. This collective reflection ensures a well-rounded and objective assessment, contributing to the ongoing enhancement of the internal evaluation system.

Within the staff council meetings, specific attention is dedicated to setting the dates for model exams and other internal evaluations. This forward-looking approach allows for meticulous planning, reducing uncertainties for both students and faculty members. It reflects the institution's commitment to transparency and effective communication within its academic community.

Attendance plays a pivotal role in the internal evaluation process. Recognizing its significance, the institution prioritizes student attendance as a key factor in assessing academic performance. This emphasis underscores the importance of regular and active participation in the learning process, aligning with the institution's commitment to academic excellence.

In conclusion, P. K. M College of Education's adherence to an academic calendar for internal evaluation is not merely a procedural formality but a well-thought-out and comprehensive strategy. The institution's commitment to meticulous planning, continuous feedback, collaborative decision-making, and emphasis on attendance collectively contribute to a robust internal evaluation system that fosters academic excellence and student success.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The success of an educational program relies on the preset PLOs (Program Learning Outcomes) and CLOs (Course Learning Outcomes). The college has done a comprehensive analysis of the PLOs and CLOs set by the university for each course and incorporated extended activities and plans in this regard to meet the institutional goals. P K M College of Education has connected its vision with the sustainable development goals defined by U N. This initiative enables the learners to have a complete transformation of their academic, personal, professional, ethical, and moral outlook. Exposure to global research trends and new domains of knowledge are the key elements focused on by the institution.

Kannur University prescribes a curriculum consisting of 4 types of courses – core courses, pedagogic courses, elective courses, and EPC courses. Each course or paper aims at developing the basic knowledge of the subject matter and the skills to be polished. Core courses encompass the historical, philosophical, sociological, and psychological foundations of education and pedagogic courses provide nourishment for diverse skills among future educators. University provides five elective courses among which P K M chose two, in which peace education- with international acclaim was implemented in the year 2019. P K M College is the only institution that provides the course under Kannur University. It is an extension of the concept of SDGs in education. All these electives have proven effective in shaping competent educators. EPC courses empower teachers with a well-rounded skill set to excel in their profession. All the teaching-learning processes of the college have been molded based on these PLOs and CLOs. New-generation teachers at PKM are the best outcome PKM aims.

Incorporating experiential learning activities such as teaching practicums, classroom observations, and microteaching sessions allows students to apply theoretical knowledge in real-world teaching contexts. Assigning group projects encourages collaborative learning and develops teamwork skills among students. Integrating action researches into the curriculum provides students with opportunities to familiarise complex educational scenarios and make decisions based on their understanding of educational theories and practices, thereby achieving skills of critical thinking and problem-solving. Emphasizing reflective practice through reflective diaries, journals, peer evaluations or discussions enables students to reflect on their teaching experiences, identify areas for improvement, and develop a deeper understanding of their professional roles and responsibilities. aligning with self-assessment and continuous professional development. Incorporating educational technology tools and resources into teaching and learning activities helps students to develop digital literacy skills and adapt to the changing educational landscape, addressing technology integration and innovation in education. Promoting inclusive teaching practices that cater to the diverse needs of learners fosters an inclusive learning environment and helps students develop empathy and peace, aligning with diversity and inclusion in education. Encouraging students to engage in research and inquiry projects allows them to explore educational issues, conduct investigations, and contribute to the knowledge base of the field, thereby achieving research skills and practice.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 97.57

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
49	50	45	50	47

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:

In the comprehensive teacher education program, core courses focus on understanding socio-cultural realities, educational theories, and language proficiency. Pedagogic courses delve into subject-specific teaching skills and methodologies, while EPC courses enhance reading skills and critical thinking. Pedagogic courses further explore subject-specific strategies and assessment methods. EPC courses like Drama and Art in Education integrate various knowledge domains. Semester IV core courses address gender roles, inclusive education, and advanced curriculum insights. Elective courses cover Health and Physical Education and Peace Education. EPC courses focus on ICT integration, self-awareness, and effective communication for teachers.

The progressive performance of students and attainment of professional and personal attributes in line with the PLO and CLO is monitored in different categories like tests, assignments, performance tasks, attendance, etc. An examination committee, with a faculty in charge and a non-teaching staff as an assistant, functions in the college. The committee is responsible for setting the timetable and listing the invigilation duties for internal and other exams.

The abilities and skills of teacher trainees are assessed in mid-semester as well as model examinations. In the pandemic situation, online classes as well as online examinations were conducted. As a reform in the evaluation process, 'open book exams' were also conducted. After due evaluation by the faculty concerned, the answer sheets are distributed to the students, and they are given the freedom to express their grievances. Remediation and follow-up of these exam results were done individually by all teachers.

Being a teacher education institution, both scholastic and co-scholastic areas are considered for evaluation. Assignments and individual tasks done by each student are evaluated. Seminar performances and individual performances are also given due consideration. Internal assessment is done as per Kannur University evaluation criteria.

For assessing teaching competencies, self-evaluation, peer evaluation, and teacher-educator evaluation are done. In micro-teaching sessions, criticism classes, and practice teaching classes, all these types of evaluations are done, ensuring further improvement in teaching. Rubrics are used for the evaluation of teaching competencies. All teachers took part in the observation of classes for an unbiased evaluation of practices.

Peer observation of classes and peer evaluation were taken into account. Classes were recorded, and video lessons were analyzed to assess teaching skills and competencies.

The most appropriate assessments to improve guidance in student learning in academic areas are quizzes, tests, tasks, writing assignments, and other assessments that teachers make in their classes regularly. More than that, these techniques are easy to analyze at an individual level. To use classroom assessments to improve the student teachers' skills, they must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instructional process and as important in helping students in learning. Despite the importance of assessment in education today, teachers receive very formal training in assessment design or analysis. When no appropriate assessment is available, teachers disgustingly construct them themselves, with questions and essays similar to those their teachers used to use.

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

2.7.4**Performance of outgoing students in internal assessment****Response:** 77.55**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 38

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
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:**

From the outset, during the admission process, the principal engages with both parents and students to understand their requirements and aspirations. Individual counseling sessions are conducted at this stage, where the principal meticulously records each student's skills, expectations, and needs. As part of the orientation, the institution hosts a week-long induction program annually, including specialized classes for students at the commencement of each new batch. This initiative ensures that newcomers are familiarized with the course structure, internal assessment methods, curricular and co-curricular activities, institute rules and regulations, and other available facilities.

Students undergo an initial assessment test covering diverse fields such as sports, digital skills, research, and ASK (Attitude, Skills, Knowledge). Their performance in these entry-level tests is evaluated, and improvements are monitored throughout the course, measuring progress from entry to exit levels.

In sports as an entry-level assessment students' physical fitness, flexibility, and stamina are assessed through various sports events. Individuals who show interest in particular sports events are identified and training is given emphasizing the individual's physical fitness. Assessing digital competency involves evaluating students' proficiency in utilizing diverse applications and staying current with technological advancements. The examination extends to their research understanding and enthusiasm for engaging in research activities.

Moreover, the college organizes various programs to cultivate student's communication skills, teaching

expertise, subject knowledge, leadership capabilities, event organization, reporting proficiency, and performance skills. This inclusive approach ensures a well-rounded development of students in various domains. The incorporation of EPC and the inclusion of Value Education play crucial roles in creating a distinctive mindset among students. The progress of students is systematically evaluated across all four semesters, employing methods such as examinations or a wide analysis of their potential, performance, and skills throughout the course. The college is committed to guaranteeing that each student receives the fundamental necessities from the institution that help in their professional development.

Student teachers participate in diverse programs aimed at addressing 21st-century challenges. The main aim is to help students acquire ICT proficiency at an application level, encouraging the incorporation of contemporary technologies into the teaching-learning process. This includes utilizing Google Forms, creating and editing videos, developing YouTube content, conducting diagnostic tests and quizzes through Google Forms, as well as implementing online tests and evaluations to enhance ICT skills. Various clubs and associations observe regional, national, and international days of importance focusing on national integration and preserving cultural heritage. Moreover, in academics, Teachers offer feedback and constructive suggestions to enhance personality, leadership, self-confidence, and self-esteem. Exposure to diverse activities instills professional values, shaping students into teachers with enhanced competencies. Academic performance is measured by test scores. Those who need extra support are also given. Finally, students' exit level performance is assessed through their participation, performance, and results in the competitive exams, placements, and further progression. The majority of the students around 97% crack the competitive exams and almost everyone is placed in various reputative positions. And the left ones go for their further academic progression.

File Description	Document
Documentary evidence in respect to claim	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: 3.18

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: 0.4

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0.54

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	2.72	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
Link for additional information	View Document

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	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
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
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: 1.44

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
3	2	4	2	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
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:** 1.44**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
9	1	0	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	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:** 9.8**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
11	12	5	13	8

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: 100

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
99	100	99	100	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
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: 100

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
99	100	99	100	98

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:

PKM College of Education recognizes the critical role education plays in fostering responsible and socially conscious citizens. The college has strategically aligned its outreach activities with seven United Nations Sustainable Development Goals (SDGs) to sensitize students to social issues and actively contribute to community development. Our organization has made an effort to uphold its mission and vision declarations to become a valuable citizen of the nation. Following the college philosophy, the organization plans a variety of community service projects for the benefit of the local community and the holistic growth of its students.

Activities Aligned with UN Goals:

1. Share Your Spare

The institution's "Share Your Spare" initiative aims to mold educators and students into ambassadors of humanity and equity. This program encourages stakeholders to contribute personal, professional, financial, and moral strengths to support marginalized, physically challenged, and vulnerable individuals.

Care Our Earth

The 'Care Our Earth' initiative, launched during the college's Silver Jubilee Year, focuses on creating educators and students as environmental protectors. Programs and projects under this initiative address air, water, and soil conservation, sustainable agriculture, climate action, and waste management.

Peace Builders Forum

The institution aspires to mold educators as Peace Builders. Through collaboration with organizations like Peace and Harmony Foundation and Peace Channel, a Peace Builders Forum operates at the college. It focuses on training teachers and student teachers as peace advocates, educators, and promoters, fostering non-violence principles, and instilling soft skills for peaceful coexistence.

Laptop for All:

A part of the "Next Generation Teacher at PKM" initiative, the Laptop for All project addresses the goals of making teachers Digital Experts, Equity Upholders, and Humanity Propagators. In line with the "Share Your Spare" movement, it aims to provide 100% access to digital devices. Over the past three years, the project has distributed laptops to needy student teachers with generous beneficiary support.

PKM Sports Academy:

The Sports Academy actively involves students in community development, raising their awareness of social concerns. By sensitizing students to various issues through sports, the academy contributes to shaping socially conscious individuals, instilling values, and making a positive impact on the community.

Rehabilitation Clinic: Pain and Palliative Care:

This outreach program successfully raises students' awareness of social issues related to pain and palliative care. Through community development efforts, the clinic imparts critical knowledge and skills, nurturing future educators who embody care and responsibility. Students are prepared to make significant contributions to the community's welfare by developing a profound sense of responsibility.

Covid pandemic: OPPAM 2021

In the middle of the COVID-19 pandemic, PKM College offers "Oppam 2021," a COVID-19 intervention program, as a means of community support. It meets a variety of requirements by fusing education with social responsibility. These needs include providing learning support for kids with special needs, attending to students' learning difficulties, attending to socioeconomic and psychological issues, and encouraging survival and resilience.

MOU Activities

A Memorandum of Understanding (MoU) exists between our college with many organizations, including St. Joseph College of Education, Mysore. Reds Media, Liguori Province, Kerala and Mary Giri ITI, Sreekandapuram etc.

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: 17**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
6	5	3	2	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 0.6****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
1	0	0	2	0

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
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: 13

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: 13

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

PKM has developed the finest facilities for supporting the teaching-learning process on campus. The management is relentlessly striving towards achieving excellence which is evident in the infrastructural facilities provided for the holistic development of students.

The physical facility comprises:

Campus

Spread over five acres, well-maintained with lush green layout and a total built-up area for teaching and learning facility is 2918.67 sq. meters

Classrooms

Well-planned and spacious classrooms and Seminar Halls enabled with ICT facilities expedite innovative teaching and learning experiences among students. A network resource lab with computing facilities with an average seating capacity of 50 students is available for e-Learning.. Auditorium, conference rooms, and recreational rooms to facilitate teamwork, group activity, training, and workshop sessions conducted for students and faculty members are also attached. Interactive smart Boards, LCD projectors, LED TV, a Media Lab (studio), and e-content development facilities are available. 3 Wi-Fi access points and 100 Mbps internet line facilities are available to enable high-speed network connectivity. The college building was renovated rearranged and refurbished as a part of the RUSA 2.0 renovation proposal and a new building was constructed as a part of it.

Library

library consists of a reading room which can occupy 70 students in total. A collection of 7125 books, 11 journals and periodicals, 846 reference books, 3 lakhs e-books (N List) 150 CDs and Videos, and a digital library are conveniently arranged. The library is computerized with ILMS. Reprographic facility facility is well equipped with Photocopy machines, and printers.

Laboratories

The college has set up different labs to help students develop expertise in their domain area like psychology lab, and Science lab. These labs have an average occupancy of 25 students.

Computing equipment and facilities

A network resource center consists of a sufficient number of systems, and computer servers with the wi-fi configuration of 300 Mbps. All computing devices have Microsoft licenses and licensed software packages etc.

Other facilities

- To facilitate an uninterrupted teaching and learning environment, 24-hour power supply is provided through solar panels and generators established on the campus.
- Institutional websites and some smart apps are provided to access academic and institutional information.
- Alternative paths, Toilets, Wheelchairs, etc are for Divyangjan in the main building of the campus.
- water purifiers are on all floors for the supply of clean drinking water.
- College provides adequate facilities for the holistic development of students in the field of academic, cultural, yoga, and sports activities

Cultural activities

Multi-purpose indoor facilities are arranged with properties for conducting different cultural activities. A well-furnished auditorium is used for various cultural events with the assistance of audio-visual aids, and lighting. The college courtyard is the venue for various activities. A Yoga hall is for daily yoga sessions. Trained and experienced yoga instructors impart sessions to the students on various yoga postures.

Sports and Games

College offers ample facilities with a volleyball court, basketball court badminton court, 3 table tennis boards, and an open gym is available for all students.

Hostel

The college provides hostel facilities for women .

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 13

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

Response: 13

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	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: 25.87

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
12.74	22.42	16.22	6.54	1.9

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
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:**Name of ILM Software: KOHA**

Version - 22.11.03.000 ROSALIE

P.K.M College Library is a dynamic hub of knowledge, offering a comprehensive array of resources to its academic community which includes Books, Journals, Magazines, educational CDs and e- resources. The library is automated with Meshi Logic - Book Magic software. It support MARC 21 and ISO 2709 data interchange format. It consist of various library modules such as Online Public Access Catalogue (OPAC), Technical Processing, Acquisition, Administration and Report. OPAC allows users to search documents in different ways such as Author, Title, Subject, Classification number, Key words , Accession number and Publisher.

As of January 2024, we have transitioned from using Book Magic software to KOHA Integrated Library Management System.

Features of KOHA Integrated Library Management System

KOHA features modules such as Online Public Access Catalogue (OPAC), Cataloguing, Technical Processing, Acquisition, Serials, Administration, and Reporting. The transition has been seamless, with dedicated cloud servers ensuring 24x7 access and a customizable search facility that enhances the user experience. Barcoding of all books facilitates smooth transactions. The catalogue module of KOHA enable the library staff to capture details of all library items. The module makes data entry and exchange greatly simplified. The OPAC provides a user-friendly interface for patrons, allowing them to search for items, check availability, reserve items, and track circulation history. The software also helps the library staff to generate different types of reports. With one PC dedicated to the OPAC facility, members can easily access information.

Web OPAC - <http://opac.pkmcollege.org>

Entry to the library is facilitated through member identity cards, which also serve as book issuance tools.

The Gate Entry System <https://library.pkmcollege.org/inout/user.php> which enhances security within the library premises and automatically marks attendance of library users.

The library offers free internet access during working hours to both staff and students, fostering in-house and remote access to the Library Catalogue, Online Resources, and Digital Library. Previous years' question papers are available in the library and DSpace for reference.

Magzter subscriptions provide access to a vast collection of over 7500 online magazines, journals, newspapers, and e-books in multiple languages. In the digital library, five computers and five tablets are provided for accessing e-resources and creating an e-reading space.

To enrich scholarly content, the college subscribes to the National Library and Information Service Infrastructure for Scholarly Content (N-LIST) provided by INFLIBNET, an initiative of MHRD. Individual login IDs and passwords are issued to students ,teaching and non teaching staff. The users can access the required e-resource directly from the database using the username and password. N-LIST

provides access to an extensive collection of 6000+ e-journals and 1,99,500+ e-books. The library boasts a collection of 7320 + books, including reference materials, 8 journals, 16 popular magazines, and 5 newspapers.

In summary, the P.K.M College Library is committed to providing a seamless and enriching experience for its users through advanced systems, diverse resources, and a conducive learning environment.

File Description	Document
Bill for augmentation of library signed by the Principal	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:

Remote Access

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. It serves as a learning space to students to do independent work. Students and teachers who needed are allowed to use all facilities provided by library at any time. Any support needed by student as well as teachers is provided by library staff. The library offers free Internet with Wi-Fi facilities to access e resources which support students and teachers in their teaching learning process and research work as well.

The library is now offering remote access to library resources through

N-List and DSpace.

National Library and Information Services Infrastructure for Scholarly Content (N-LIST)

To made availability of e-resources in open access the college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provided by INFLIBNET Centre, an initiative of MHRD which provides access to more than 6000 e-Journals and more than 1,99,500+ e-Books. It covers all disciplines viz, Pure Sciences, Social sciences

Humanities including Linguistics and Languages etc.

Nlist - <https://nlist.inflibnet.ac.in/index.php>

Institutional Repository Software : DSPACE

Year of Implementation : 2024 January

The implementation of DSpace - Digital library software serves as the institutional repository which facilitates remote access to the content developed by faculty members and previous question papers etc.

This repository, is accessible through the URL <http://digitallibrary.pkmcollege.org>

File Description	Document
Details of users and details of visits/downloads	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: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	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: 0.21**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.34	0.22	0.089	0.15	0.27

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
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: 9.82****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: 192

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: 118

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: 196

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: 203

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: 352

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

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: A. All 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:

Online Teaching and Assessments: The institution actively promotes online teaching and assessments, encouraging teachers to leverage freely available tools. A significant portion of internal assessments are conducted online, showcasing a commitment to modern pedagogical methods and the flexibility offered by digital resources.

ICT-Enabled Classrooms: all of the institution's classrooms are equipped with ICT facilities, including interactive touch panels, digital projectors, and smart boards. These features enhance the teaching-

learning process, providing dynamic and engaging platforms for educators and students.

Development of E-Content: The college has created e-content for several courses, making subject-specific resources easily available on the college website. This project demonstrates a proactive approach to utilizing digital resources and providing instructors and students with easy access to instructional materials.

ICT-Enabled Auditorium: To cater to the diverse needs of interactive teaching-learning activities, the institution has an ICT-enabled auditorium. This facility is utilized for organizing seminars, debates, symposiums, guest lectures, and other events, enriching the academic experience through technology-enhanced presentations.

Technology-Rich Rooms: The Computer Lab and IQAC Room are well-equipped with the latest technology. These rooms feature audio-visual equipment, computers, printers, and Wi-Fi connectivity, providing dedicated spaces for educational activities, assessments, and administrative functions.

Library Facilities: The library is equipped with computers, high-speed internet, and a facility offering an e-library.

Internet Accessibility:: The college's IT infrastructure is not complete without wireless access provided via Wi-Fi. Wi-Fi infrastructure is often updated to improve security, speed, and coverage. Staff and students enjoy dedicated internet access with individual usernames and passwords. The college's LAN and broadband connections extend to key areas such as the principal's office, staffroom, office, library, and computer lab. This widespread connectivity supports various online activities, including web browsing, downloading, uploading, and blogging for both curricular and co-curricular purposes.

Softwares

the majority of the software used by the institution is Windows 7 and 10, Microsoft Office 2007, Adobe Reader, and New Gen Library. Conference apps were installed to facilitate the smooth operation of online classes during COVID-19.

ICT Service Management:

Regular monitoring is carried out on computer hardware maintenance, troubleshooting software, LAN, and Wi-Fi connectivity. Upholding safe IT infrastructure is the institution's primary concern. To prevent unwanted access and cyber threats, security measures such as intrusion detection systems, firewalls, antivirus software, and protocols are updated regularly. The most recent security updates were effective, demonstrating the college's dedication to offering a safe environment for using technology.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 1.48

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:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 300

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
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: A. All 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
Link to videos of the e-content development facilities	View Document
Link for additional information	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: 48.76

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
22.64	25.4	22.2	25.22	17.3

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
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:

Foremost priority has been given to the proper maintenance of the college infrastructure like laboratories, library, sports complex, computers and classrooms. . It is ensured that classrooms have sufficient furniture to accommodate the students comfortably. The College assesses the equipments and infrastructure on a regular basis. It awards Annual Maintenance Contracts (AMCs) for its sensitive and heavy equipments through a proper process. The College has an in-house team for the maintenance of its Systems and Network and minor hardware daily repair. Computers are regularly updated with anti-virus software to protect them from malicious programs. The College has a Maintenance Committee that oversees the maintenance of the Building, Class rooms, Library and Laboratories. The college ensures optimal allocation and utilization of the available financial resources for maintenance and the developments of infrastructure of the college as per NCTE norms.

Procedures for maintaining and utilization of Facilities:

- The institution has Policy for maintenance of academic and physical facilities .
- The cleaning and the maintenance of the classrooms, laboratories and library are done by the non-teaching staff as per cleaning schedule
- The optimum working condition of all equipments on the campus is ensured through Annual maintenance contract (AMC)
- Maintenance of electrical equipments and other civil works are regularly done through service agencies visit on call basis.
- All the facilities like fitness center, sports facility, health care center and parking facility is maintained on regular basis.
- Every department maintains stock and stock verification is done at every year.

The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and nonteaching staff. Staff members are deputed to ensure maintenance of the campus. The library, Technology Lab, Language Lab and Psychology Lab are used by the students as per the timetable.

All classrooms have equipped with computer, smart board, projector, microphone and speakers. This is to ensure usage of new audiovisual pedagogical techniques during the teaching process along with this we have open classrooms where lecture are given. A Computer Lab has been set up to be used by various departments.

Library Maintenance

The College Library has undergone computerization. The library is digitized and is open even after class hours. It has computer terminals with internet facility and reading spaces. A library committee works regularly to oversee the functioning of the library and various other committees' coordinate with each other to enable the students to get maximum exposure and participation and also to avail all the facilities provided by the college.

1. ILMS – KOHA is used in Library.
2. Every year in the beginning of session, students are motivated to register themselves in library to use INFLIBNET – N List.

Sports facilities and maintenance

The sports infra structure facilities are used the students, staff and the local community and its maintenance is done by the management. Solar panels, garbage segregation are takes care of the environmental needs.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	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: C. Any 2 or 3 of the above

File Description	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
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
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
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 40.25**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	13	20	28	26

File Description	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:** 18.37**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 9**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.**

File Description	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:** 88.8**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
44	41	41	47	41

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1**

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

Student Council is a great unity hub played as a backbone in the college. The council has a great role in making decisive changes and decisions in the college's co-curricular activities.

The Student's Council, a democratic representative body mediates productive exchanges between the college system and student collective. The Student Council in collaboration with other co-curricular societies organizes cultural, and extension activities, fests, and awareness campaigns. Student councils act as warriors of institutional functioning.

Apart from that, the council will assist all clubs and committees on campus with their functioning and conducting of various other activities so, that it gives opportunity to students to develop their leadership skills, attitude, personality, and many other dimensions to promote their potential and capabilities.

Rather than undergoing a mental learning or rote learning process, our institution seeks and configures sparkling jewels of teachers to foster originality and novelty in the teaching profession. When a student enrolls in an academic course, he or she should not only rely on academics but also broaden their horizons in the area of extracurricular activities, and the student council provides this platform to enhance each student-teacher's creativity.

Our institution has launched several innovative programs aimed at promoting wholehearted growth and community engagement under the direction of the student council. These initiatives include the Intercollegiate Debate tournament, which is organized each year in honor of the esteemed Prof. Joseph Kandoth and serves as a forum for intellectual exchange and critical thought. The college also hosted, the Inter B. Ed. Volleyball competition which nurtures sportsmanship and solidarity among students. Our participation in events such as the University Arts Fest and the College Arts Fest demonstrates our commitment to encouraging artistic expression and creativity in our community. Furthermore, the council also ensures participation in the Kannur University Inter B Ed. Athletic meets and conducts college-level Sports Day which demonstrates our dedication to encouraging physical well-being and sportsmanship among students.

In keeping with our social responsibility approach, the student council runs awareness campaigns on important problems and recognizes notable events like International Women's Day. Moreover, our college actively organizes National Seminars on issues such as 'Sustainable Development' to encourage discussion and action towards a more ecologically conscious future.

Through these various activities, the council seeks to promote a lively and inclusive campus culture, empowering students to achieve academically, athletically, and socially while also making meaningful contributions to society.

The functions and activities of a Student Council support the aims and objectives of the institution and promote the development of the institution and the welfare of each student. Student councils work closely with the administration, teachers, and leaders and they consult periodically with other students in the institution. The Student Council has the freedom to represent the views of the student body to the institute's management thereby promoting good communications practices within the institution. The student council also Assists with induction or mentoring for new first-year students and bolsters up many

similar functions.

File Description	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: 23.8

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
32	26	3	22	36

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 alumni association of PKM College of Education, Madampam contributes a lot to both academic excellence and holistic student growth of the college. Through their significant contributions and help extended to the college, the alumni members bridge the experiences and achievements of former students to enhance the overall performance of each student. Looking back to the contributions of the alumni association in the year 2022-23, the role of the alumni association as a human resource and sincere partner in the academic and other extended activities of the college is highly significant and inevitable.

The alumni association and its potential were greatly consumed by the college as they partnered with the college in conducting various seminars, workshops, and orientation programs. They also took their part in every program of the college like the Union Inauguration, College Day Celebration, Magazine Release, Induction Program, etc. In association with the alumni association and DIET, Kannur, IQAC PKM College, and Institution Innovation Council conducted an Induction Programme and Bridge Course on 'Teacher beyond New Normal' for the batch 2022-24 along with the course initiation ceremony held in the college. The college also conducted a pre-internship program for the students along with other community extension programs like Urjakiran, Share your Spare, Laptop for All, etc. organized by the college for the benefit of the community around. National seminars were also conducted on different topics in association with the alumni association and various interactive sessions concerning the Day Observances like Women's Day, Teacher's Day, etc were also organized with the help of the alumni members who become the guests of the programs and also the resource persons. They also became panel members for conducting various discussions held in the college.

With the selfless partnership of the alumni association, the college could collaborate with other colleges and schools that alumni members are part of. Students outside the college presented papers on various topics along with the students of the college. The alumni members were the knowledgeable guides and mentors of each student who enabled them to present those papers. They also guided the student teachers in their internship program and also played a crucial part in preparing the student teachers to crack competitive exams and to make sure their further placements in educational institutions by organizing extended learning programs like 'cricket'. The resource panel formed within the alumni association also acts as a supportive system by facilitating the learning activities of the students with their supportive initiatives. The alumni members extended their hands in providing financial support like scholarships for M.Ed students, and other activities and ceremonies organized in the college. Along with these, they provide career guidance for students through various orientation classes, introducing new career opportunities and they also conduct programs to foster the digital and pedagogic skills and competencies in students making them able to open doors by themselves to national and international placements.

Moreover, the alumni association provides invaluable mentorship, that complements classroom learning, for the holistic development of the students of PKM College of Education.

File Description	Document
Details of office bearers and members of alumni association	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: B. Any 4 or 5 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: 15

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
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Alumni Association played an important role in motivating and nurturing the special talents in students by offering support in different fields and creating new opportunities for students in the college.

An initiative titled 'Oppam2021' was undertaken with the motto 'PKM joints hand in hand with the society with care'. As part of the initiative, the college conducted various curricular and co-curricular programs such as a help desk, online learning platform, learning support for the differently abled, digital literacy programs, and life skills learning programs, etc which helped the student teachers to develop empathy towards society and it also enriched them with knowledge related to various fields.

There was also an initiative taken by the college in association with the help of alumni members titled 'Share your spare' through which the PKM family members shared their knowledge, money and even their physical energy for the benefit of others. Through the initiative, PKM College provided digital support to the teacher students of PKM College by distributing laptops for free to aid their education. This was a huge help to students who couldn't afford laptops. This initiative encouraged students to act selflessly in any circumstances for the people around them and promoted equal education for all.

Another remarkable initiative was 'Urjakiran'. In a situation where global energy consumption is increasing day by day, the college organized energy conservation awareness campaigns which were initiated by the state-designated agency. As part of the campaign, the college conducted public meetings, resource talks, exhibitions, and distribution of resource materials. There was also a significant initiative taken by the college with the help of the alumna association for the protection of Mother Earth in the context of UNO's Sustainable Development goals. This step is intended to develop sensitivity towards nature in the students of PKM College, thereby transforming them into environmental protectors.

PKM College of Education, in association with the alumna members, also funded internships, provided

various learning aids, and helped the student teachers frame effective lesson plans to make their teaching practice days smooth.

Also, the alumni members who are now working as successful teachers in various prestigious institutions provided various orientation classes on classroom management and classroom organization. The initiative titled 'cracknet' which was an online coaching program aimed to help students to crack competitive exams like Ktet,, SET, etc was lead by the experienced alumna members. Towards the end of the academic year, students could present various research papers on state and national levels and many students cracked competitive exams with good marks.

The alumni association also facilitated many initiatives to foster the mental and physical health of the student teachers by providing classes on mental health, conflict resolution, and life skills programs to motivate them to lead a successful life as better human beings and efficient teachers. The Alumna Association also funded different kinds of celebrations like Arts Day, College Day, and other Day Observances to motivate students nurture their innate talents and develop their talents and skills to the fullest.

File Description	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:

PKM College of Education established in 1995, draws inspiration from Christ, our eternal guru, to train the prospective teachers enabling them to be the light of the world. The management started the institution in a rural area with a specific intention to meet the local needs and its native disadvantages in various fields, especially the educational sphere. Throughout its journey to a prestigious higher educational institution in the state of Kerala, our college has followed the vision of the founding fathers by adhering to principles and standards of excellence. Apart from academic development, the institution emphasizes the inculcation of moral, human, spiritual, and environmental values. The college also upholds core values such as faith in God, integrity of character, commitment to the nation, positive interdependence, quest for excellence, and respect for the dignity of the individual.

The governance of our institution is a vivid reflection of an effective leadership & participatory mechanism in tune with our Vision and Mission. Our vision is excellence and committed service in every realm of teaching endeavor. Our mission is to nurture the holistic development of prospective teachers for a just and humane society. The college emblem symbolizes this mission and vision. All the policies, activities, and programs of our college are designed, implemented, and evaluated accordingly ensuring the participation of all.

The Apex body of our Institution is the governing body & they discuss & plan different activities, development programs, academic budgets, administration, capacity initiatives, quality initiatives, etc. The governing body conducts periodic meetings and the policies formulated are communicated to the teaching and non-teaching staff in meetings convened for specific purposes. It ensures the effective utilization of the human and infrastructural resources of the college. Furthermore, the body prioritizes building and maintaining a perfect rapport between the management, staff, students, and alumni.

The internal administration of the institution is carried out by the principal, vice principal, teaching and non-teaching staff, staff council, and various committees. All academic and administrative matters are discussed & decisions are made collectively. Responsibilities are distributed to the respective members and the principal monitors the entire operations and ensures that the given responsibilities are undertaken effectively. In the periodic staff council meetings, feedbacks are collected and shortcomings are rectified. For different programs organized in the college, the faculty and the non-teaching staff make combined decisions and efforts to make the program successful.

An effectively working Internal Quality Assurance Cell along with the various committees including the academic-administrative audit committee, examination committee, calendar and documentation committee, anti-ragging committee, placement committee, etc. work hand in hand to get the desired

results. Furthermore, there are different clubs like Peace Forum, Bhoomithrasena, Electoral Literary Club, Health-fitness and Sports Club, Debate Club, etc., to coordinate different programs. Student teachers take a lead role in the club activities and it gives them ample opportunities to develop their leadership skills and organizational skills. The timely guidance of the responsible staff member of the club facilitates the productive functioning of the clubs.

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
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The organization's commitment to decentralization and participatory management is demonstrated by the creation of multiple committees and clubs with a diverse membership and a well-defined organizational structure. The college's ex-officio president acts as manager, and the governing body is crucial to its overall operation. Principals, staff representatives, local representatives, educational experts, pro-managers, and local managers are among the important members of this body. Because of its diverse makeup, decision-making processes are made more inclusive by guaranteeing representation from a range of viewpoints.

The principal is in charge of internal administration and works with the Vice Principal, teaching staff, and non-teaching staff. A further improvement to the participative management approach is the incorporation of various councils and committees. A more inclusive and decentralized system is made possible by these structures, which make it easier to divide up duties and decision-making authority.

Several committees have been established by the institution to manage administrative and academic tasks. These committees include the anti-drug, anti-ragging, staff council, IQAC, examination, calendar, and documentation, as well as the students' council and the academic administrative audit and placement committees. The committees' online platforms facilitate their periodic meetings, which allow for collaborative decision-making. As a result of the innovative activities that are carried out in support of the institution's overall development, this participatory approach guarantees that various points of view are taken into account. The organization supports decentralization through committees as well as several clubs, each of which has staff members, student conveners, and student members in charge. A more inclusive and decentralized system is made possible by these structures, which make it easier to divide up duties and decision-making authority. The Peace Forum, Bhoomithrasena, the Electoral Literacy Club, the Folklore Club, the Debate Club, the Literary Club, the Health Fitness and Sports Club, and the Mathematics Club are a few examples. Online platforms facilitate regular meetings that offer a forum for

dialogue and group decision-making. The delegation of responsibilities to different committees highlights a decentralized method for carrying out a range of activities within the organization.

The fact that non-teaching staff actively engages in and contributes to the institution's operations is significant because it emphasizes how inclusive the decentralization and participative management techniques are. Their participation ensures that every member contributes to the success of the organization and strengthens the collaborative spirit that characterizes its culture.

The well-structured governance, varied committees, and active participation of multiple stakeholders demonstrate the institution's dedication to decentralization and participative management. The institution's general efficacy and vitality are enhanced by the inclusive decision-making procedures that are supported by clubs and committees and made possible by online platforms. This strategy promotes a vibrant and dynamic educational community by increasing transparency and encouraging a sense of shared responsibility and ownership among all members.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

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

Response:

The institution follows different strategies and policies to maintain transparency in financial, academic, and administrative activities. There are certain committees with responsible members to monitor this aspect, emphasizing accountability, fostering trust, and maintaining ethical standards.

Financial transparency is important to have institutional integrity. This part was done by the Finance committee of the institution which provides judicious allocation of funds and resources. All the records related to financial transactions are duly maintained at the college office and can be in cross-checkable format. The annual budget is prepared and presented for the institution by the finance committee, and a discussion on the same is conducted in the governing body meeting. Later each committee does necessary purchases, stock verification, audit, etc. The college implements an internal audit annually, which is also discussed and approved in the staff council as well as in governing body meetings. The audit is done annually and the Income Expenditure statement is also prepared.

Academic transparency is equally important as far as an educational institution is concerned. There is a distinct academic committee with an adequate number of staff members. The college follows a well-planned and structured timetable for all the activities prepared by the academic committee and sanctioned by the staff council after discussions. Co-curricular and extracurricular activities are also organized and

intimate to the students well in advance. A staff coordinator and student coordinator are chosen for each program, they are used to monitor, consolidate, and critically analyze the outcomes of the program. An orientation cum bridge course was given for the student teachers, in which clear instructions regarding all academic activities by both offline and online periodical meetings are communicated. Transparent communication regarding academic policies such as attendance requirements and evaluation processes, helps create a conducive learning environment. Mid-semester, model examinations were followed by detailed discussions and evaluations. Internal marks were timely published and uploaded to the university portal. Display of the same was done before the uploading and the grievances were met seriously. A student coordinator and staff coordinator are selected every month which helps to maintain the communications and transactions more easily and clearly. The staff council meets every month and in emergencies, if needed to analyze academic matters and student welfare.

The institution also maintains transparency in administrative functions. Governing body- plans activities, development programs, quality initiatives, etc. The administrative committee oversees day-to-day operations, human resource management, and policy implementation. The decisions taken in the governing body meetings were discussed in the staff council and executed the same through different committees. Communications from Kannur University, Dy. Director of collegiate Education, NCTE, UGC, etc. were timely communicated with staff and students.

Admission is done according to the rank list provided by the university. These activities are monitored by a special committee formed to monitor the process.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	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:

Our institution always adhered to its vision and accordingly developed strategic plans for better functioning. These plans were designed and implemented to meet institutional, local, and global needs from time to time. As a result of well-defined plans and preparation, we harness fruitful outcomes and ensure the responsible functioning of the institution at every level.

Among them, one of the best and most colossal institutional strategies brought by P.K.M is the Energy Conservation Campaign entitled '**URJAKIRAN**'. Our institution had been selected as the 'Participating Agency' for organizing the funded project in association with EMC Kerala, Centre for Environment for the Public in Irrikur Assembly Constituency since 2015.

Our institution is distinctive from other colleges because the institution is entirely relinquishing itself under the mega project '**Next Generation @ P.K.M**'. The main aim of this mega project is the holistic development of student teachers as sensitized global citizens in every dimension and one such major aspect is teachers as **environment protectors** as well its major angle is **Energy conservation**. Based on it our institution implemented this major plan under the banner of '**URJAKIRAN**'. To uproot these various activities are conducted especially promoting how to conserve energy. One exotic activity is undertaken and implemented in this '**URJAKIRAN**' campaign. This campaign is promoted or carried out through a wide network consisting of teachers, student-teachers, school students, non-teaching staff, resource persons, the Public, activists, etc. The plan is executed meticulously and caters to better promoters of saving energy. For it, the institution had made a conceptual framework and model too, and with time passage it has been updated and planned to be remold. The institution also designed a master plan that includes providing resourceful training for all student teachers and organizing opportunities to alleviate the student's concerns, and thoughts, as well as the student-teachers are rebuilt to be an influential resource person of the society.

This conceptual model serves as the foundation for all activities. Government support is secured to facilitate the organization of these activities through funding. The focal theme of the institution's conceptual model revolves around "**the conservation of energy,**" with a primary objective of cultivating student teachers as exemplary '**energy conservers**. Recognizing this commitment, the institution awards accolades for outstanding energy conservation efforts. Under the banner of "**Not to consume, but to Conserve,**" the institution is distinguished for its dedication to instilling values of conservation and sustainability within its student body and the public. From this tagline, the awareness of being a conservers, and fruitful process of consuming energy is raised among the communities. Mainly **Energy Sensitization** is done by the institution by organizing awareness and thus an efficacious strategic plan is developed in which the main arena is undertaken such as creative decision-making, and energy promoters. For students, the institution encourages sensitized training opportunities, improves research aptitude, resource personnel training, etc. Thus, the policy of Saving Energy serves as one of the best and most meritorious strategic plans of our institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

The P.K.M College of Education has a clearly outlined organizational framework, promoting efficient governance and management by helping impactful decision-making. Various committees and cells are established democratically within this structure. The primary entities within this framework devise and implement policies and strategic plans aligned with the college's vision and mission. Before commencing the upcoming academic year, a meeting will be conducted deliberately, and making decisions regarding the strategies and plans to be implemented. This meeting will play a pivotal role in determining the institutional bodies and their roles for the year ahead. The governing body of our college comprises the manager, pro manager, principal, and vice principal. The principal is responsible for the college functions and growth including administrative, academic, co-curricular, extra-curricular, and extension programs. IQAC of the college is involved in developing a quality system of the academic and administrative performance of the college.

The Governing Council plays an important role in steering the college towards its objectives, approving annual budgets, and guiding bodies like IQAC for quality initiatives. It serves as a guiding force, ensuring transparency in academic administration within the institution.

Different committees are constituted by the institution for the management of different institutional activities. Each faculty is the coordinator of a different committee which has the flexibility in decision making and implementation with the principal as the ex-officio. Most of the committees have administrative staff and student representatives as members. Each responsibility is specified from the very beginning of the academic year during the institutional planning. They have the autonomy to proactively plan and execute their assigned tasks. Each staff member is encouraged to participate actively in Institutional Planning at the beginning of every academic year, during periodic staff meetings, and academic meetings. All staff is oriented about the administrative and service instructions available in the institution.

Within the Staff Council, the Examination Committee oversees the examination process, and the Attendance Committee monitors students' attendance. The Learning Management System (LMS) and E-Governance Committee focus on technological tools for education. The Counseling and Mentoring Committee addresses the well-being of students. The Health and First Aid Committee ensures a healthy environment.

The Statutory Committee includes the SC/ST Committee, Minority Cell, Internal Complaint Committee, Anti-Ragging Committee, OBC Cell, and Grievance Redressal Committee, each dedicated to upholding statutory regulations and ensuring inclusivity and safety.

Under the IQAC (Internal Quality Assurance Cell), various committees contribute to overall institutional development. The Calendar Committee ensures efficient scheduling, while the Women Cell promotes gender equality. The Youth Innovation Program (YIP) encourages innovative thinking. The Academic and Administrative Audit Committee assesses and enhances academic and administrative processes. The Placement Cell facilitates students' career opportunities. The Research and Publication Committee promotes academic research. The Extension Service Committee engages with the community. The Website Committee manages the institution's online presence. The Welfare Committee focuses on the well-being of all stakeholders. The Institutional Innovation Committee promotes innovative practices within the institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: 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
Link for additional information	View Document

6.2.4

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

Response:

The institutional framework is intricately designed, encompassing a multitude of committees, bodies, and cells that play pivotal roles in shaping its functioning. These meticulously structured committees not only deliberate on important matters but also formulate and execute action plans. The institution relies on the concerted efforts of various committees, such as the Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, and Examination Committee, among others, to ensure seamless day-to-day operations.

These committees operate as dynamic forums where discussions unfold, plans of action are meticulously crafted, and subsequent implementation is monitored. The institution's commitment to development is palpable through the detailed minutes of these committee meetings, reflecting a transparent and accountable approach to decision-making. This collaborative framework underscores the institution's dedication to excellence and progress.

One of the best decisions or the commendable program made by the committee was the '**Laptop for all**' program. The program was initiated as part of the Share Your Space Movement

The program served as a great supportive pillar for the student teachers, especially during the teaching Internship period.

This forward-thinking endeavor aimed to bridge educational gaps and provide essential tools for student teachers.

Initially designed to cater to the needs of two student teachers, the program's success prompted its expansion to accommodate a growing number of beneficiaries. The laptops became indispensable pillars for student teachers engaged in their teaching-learning endeavors, facilitating seamless integration of technology into the educational process.

The transformative impact of the initiative became evident as it not only met the immediate needs of student teachers but also contributed to enhancing the overall quality of education. Empowered by the laptops, student teachers found innovative ways to engage with their students, creating dynamic and interactive learning environments.

The laptops, once granted to those in immediate need, were later passed on to subsequent batches of student teachers, ensuring a continuous cycle of support and empowerment. In addition, this sustainable approach ensured a continuous flow of resources, fostering a collaborative and supportive learning ecosystem.

In essence, the "Laptop for All" program, born out of the Share Your Space Movement, exemplifies how strategic decisions by educational committees can have far-reaching positive implications, not only for individual students but for the entire educational community.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	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:**

As far as an educational institution is concerned, a conducive work environment is the first component of wellness in all senses. P K M College of Education provides this meaningfully.

There are so many welfare schemes for both teaching and non-teaching staff. These initiatives aim to enhance the overall well-being and job satisfaction of staff members. College provides emergency financial assistance for the needy staff to meet their critical situations and the same is extended to help them in the case of diseases. During the period of the pandemic, we have provided covid 19 relief schemes to support teaching and non-teaching staff as it was an unexpected situation with several uncertainties. The college provided yoga, fitness, and gymnasium facilities as a scheme for each to facilitate quality service to maintain health and fitness. There are get-together schemes to celebrate special days in the life of teaching and non-teaching staff which helped to maintain the closeness among staff. There are complementary schemes for celebrating the family functions of each staff and even the retired staff, where P K M acts as a supporting pillar and helping hand. In the jubilee year, we have initiated a program titled 'Token of Love' by gifting essentials for staff and those who are associated with the college. The farewells and festivals are also duly celebrated among staff members. Recognitions were provided for the offspring of each staff for their academic excellence in different competitive examinations. Staff tours are also conducted annually to sustain the bond between the staff members. We also introduced a share your spare scheme for welfare - there are transportation schemes under the COVID-19 situation to meet the expenses. As part of the same, we have implemented a COVID-19 helpdesk for assisting in COVID-19 infection cases, psychosocial support, and mentoring for all faculty members.

The enrichment sessions for teaching faculty were an inevitable scheme introduced by P K M as an assistance for their career objectives and fostering a positive working environment. It was conducted as a workshop in which several professional quality-enhancing activities and programs for teaching faculties were included. Similarly for non-teaching staff, we have conducted professional competency welfare schemes like computer classes, Photoshop courses, video editing, etc. We have also provided different welfare schemes for both professional development and personal development schemes for both teaching and non-teaching staff.

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: 20

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
2	3	0	2	2

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
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: 8

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
2	0	0	3	3

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
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: 15.56

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
2	3	1	0	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	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:

Teaching staff members use the Performance Appraisal System (PBAS) of the institution, which is a thorough and organized procedure by UGC, NCTE, and Kannur University guidelines. To guarantee a comprehensive appraisal of faculty members, the evaluation takes into account various aspects. Within the category of Activities Related to Teaching, Learning, and Evaluation, faculty members evaluate their performance in light of lectures, seminars, tutorials, practical sessions, and the total amount of contact hours they have completed. The institution's dedication to progressive education is reflected in the

emphasis on creative and participatory teaching-learning approaches. Invigilation, question paper preparation, and evaluation are among the examination-related responsibilities for which faculty members are also assessed.

The teaching staff's participation in cultural events, activities related to their subjects, advice, and counseling, and contributions to the department's and institution's general corporate life and management are all taken into account in the section on co-curricular, extension, and professional development activities. Performance of duties in these areas and active involvement in academic and administrative committees are acknowledged. Faculty members are assessed in the Research and Academic Contributions category according to their work on research papers, books, chapters, computer projects, consultancy projects, research guidance, and attendance at conferences, workshops, and seminars. Scholarly endeavors and contributions to the academic community are acknowledged and encouraged in this way. The faculty is ready to create the teacher's logo.

Teaching staff can use the PBAS proforma as a tool for self-evaluation and reflection, showcasing their accomplishments and contributions in a variety of academic and professional domains. Because the appraisal system is annual, it guarantees a cycle of continuous improvement, which supports the upkeep and improvement of the institution's educational quality. Self-appraisals are completed by the teaching staff every month, submitted to IQAC for review, and then sent to the principal and manager following IQAC's evaluation.

The yearly performance review for non-teaching staff is a thorough process that involves analysis of several factors. Character and habits, departmental aptitudes, diligence, discipline, dependability, relationships and collaboration, document organization, drafting skills, and technical aptitudes are important factors taken into account. The evaluation is started by the institute's head, who looks at each employee's performance in each area. The results are then shared with management for a comprehensive assessment. Every day, non-teaching personnel prepare the personal register. An essential instrument for assessing worker performance, encouraging motivation, and performing a thorough study of strengths and weaknesses is the Performance Appraisal System. Self-appraisal forms developed by the director of education are completed by nonteaching staff every month, submitted to IQAC for review, and then sent to the principal and manager following IQAC's evaluation. Finding areas for improvement guarantees ongoing improvements to both individual and group contributions, which eventually leads to improved performance across the board for the organization. Every day, non-teaching personnel prepare the personal registration.

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
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 places a strong prominence on financial accountability through a fully-fledged system of internal and external audits. External audits, including DD audits, AG audits, RUSA audits, and Projects audits, are conducted and routinely audited annually by Certified Chartered Accountants to scrutinize the Income and Expenditure as well as Capital Expenditure of the Institution.

In addition to external audits, internal audits form an integral part of the institution's financial monitoring. Management audits, PTA audits, and AAA (Accounting, Analysis, and Appraisal) processes are periodically undertaken by management officials and the principal to thoroughly examine and verify all transactions carried out within each financial year.

Moreover, the college maintains a comprehensive financial management system, closely monitoring the mobilization and utilization of resources from the government, management, and other organizations. Committees dedicated to research, fund mobilization, and utilization assist in project applications and facilitate the efficient handling of funds.

Funds sourced from the UGC, URJAKIRAN, and RUSA undergo meticulous scrutiny by appointed teachers in charge, ensuring transparency and adherence to guidelines. The college receives financial support from the PTA and alumni, monitored at the behest of the principal.

To enhance financial transparency, internal and external audits are integral components of the college's mechanisms. Cross-checking pricing and bills, examining purchased goods, and confirming accurate input information into the stock register are some of the preliminary internal audits conducted by the chief accountant.

By ensuring a thorough analysis of financial procedures, this multifaceted strategy encourages honesty and accountability in the financial administration of the organization.

Moreover, IQAC conducts regular Academic Audits to continuously monitor and ensure effective implementation of the teaching-learning process within the college. An effective system of documentation and record maintenance helps keep track of administrative and academic matters.

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
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: 6.4

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
8.96	3.27	6.60	5.50	7.65

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
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:

Institutional strategies for the mobilization of funds and the optimal utilization of resources in place involve a multifaced approach. Institutions employ diverse fundraising methods, including grants, partnerships, etc. Optimal resource utilization involves strategic budgeting, efficient project management, and continuous evaluation to align financial allocations with organizational goals. This policy addresses the comprehensive management of available resources, ensuring their efficient mobilization and utilization in alignment with management priorities. The College strategically identifies diverse funding

sources, and plans for their proper distribution, with a primary focus on developing Teaching Learning Resources and Research. The Financial advisory body ensures the effective utilization of Management funds, while Government funds are utilized for sanctioned purposes, and monitored by the College Council.

- **Major sources of fund**

1.Funding from Management:

A major part of the fund comes from the college management. The College Finance Committee plans the budget allocations and submits them to the College Council. The college council reviews the proposals and makes the decisions. The Finance advisory body of Management plans the utilization of Management funds.

1.Funding from Governmental sources:

College receives funds from the State Government for salary to staff including teaching and all non-teaching staff. The college also receives funds for conducting National seminars. Also state governmental agencies...like KSESTE, Department of Parliamentary Affairs, Funds for Boonitrasena, Urja Kiran, etc are received. At the time of the election, our college acted as a polling booth. E grants scholarships are provided by the state governments. The college collects a fixed amount of tuition fees from the students, which in turn is remitted to the government. The examination fees are directly remitted to the University. The special grants from UGC and RUSA are vital resources for the growth and advancement of the college.

1.PTA Fund

The college collects a voluntary monetary contribution from students at the time of admission as a PTA fund which is utilized for meeting the day-to-day expenses and for carrying out developmental activities. Funds from PTA members can be utilized by the college as per the rules and regulations of the government and management. It is a consistent source of fund mobilization for the college to meet immediate expenses.

1.ALUMINI

PTA and ALUMNI are consistent sources of fund mobilization for the college to meet immediate expenses. The members of the Alumni also contribute towards the development of the college through donations.

1.Staff contribution

Contribution from teaching and non-teaching staff for specific projects, endowments, and also for the advancement of college facilities.

1.Philanthropists and Well-wishers

Contributions are accepted from philanthropists and well-wishers towards specific projects, programs, and student endowments, and providing financial support for poor students. Different community-

oriented clubs and people contribute highly to the development of the infrastructure of our college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	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:

An essential part of guaranteeing and improving the standard of academic, administrative, and extracurricular activities at our institution is the Internal Quality Assurance Cell (IQAC).

The IQAC committee supervises many areas at the administrative and academic levels, including co-curricular activities, fund utilization, teaching-learning procedures, assessment techniques, teacher professional and personal attributes, research culture, coordination of the accreditation process, examination procedures, and student feedback mechanisms. To examine and evaluate the efficacy of these initiatives, the committee regularly audits the administrative and academic aspects of these operations.

Coordination of the accreditation procedure is one of IQAC's important responsibilities. This entails holding regular conferences, talks, and review sessions to make sure the organization satisfies the accreditation requirements for quality standards. The committee works in concert with other committees to enhance and optimize a range of administrative and academic operations.

Our institution has also put in place several high-quality programs, like the "Share Your Spare Movement," which gave laptops to students in need. This program reflects the institution's social responsibility and advances the overarching objective of improving educational opportunities.

IQAC carries out internal initiatives to improve the professional attributes of teacher educators and student educators in the context of capacity building. The ongoing development of the academic community is facilitated by webinars covering subjects such as online teaching, yoga and physical fitness, and current issues in pedagogy and technology.

IQAC offers a variety of programs to enhance personal attributes and abilities, such as international

webinars on non-violence, folklore, and the celebration of harmony, love, and peace. These programs aim to promote the holistic development of both faculty and students, going beyond the confines of traditional academic settings.

To prepare our institution for the accreditation process, IQAC also conducts capacity-building initiatives, which are essential to the preparation of the Self-Study Report (SSR). To guarantee that the SSR satisfies the quality requirements demanded by accrediting agencies, this entails careful planning, implementation, and recurring reviews.

The institution's involvement with current issues serves as additional evidence of its dedication to quality. The National Webinar on Technology & Pedagogy is a testament to the institution's commitment to staying at the forefront of innovations in teaching and learning methodologies as well as its awareness of the changing nature of the educational landscape.

The IQAC program at P.K.M. College of Education encompassed a wide array of events, such as the establishment of a YouTube channel, the commemoration of National Mathematics Day, and an introductory session for students on "The Teacher and the Learner: The State of Oneness." The program also included capacity-building activities, events that promoted social awareness and gender equality, webinars on a variety of topics, feedback sessions, surveys, and webinars. The institution showed a comprehensive dedication to excellence in teaching, administration, and student-centeredness.

The organization uses a thorough and multidimensional strategy when it comes to quality assurance through IQAC. The IQAC is essential to institutionalizing and maintaining a culture of quality within the institution, handling everything from managing academic and administrative tasks to leading capacity-building projects and participating in a variety of programs.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	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:

The Internal Quality Assurance Cell (IQAC) is the main facilitator of PKM College of Education's systematic evaluation of its teaching-learning techniques. This process of reflection begins with regular curriculum meetings. Developing and refining the academic calendar, including value-added courses, and organizing efficient induction and bridge courses are all covered in these discussions. The organization is very focused on creating a thorough academic program that includes seminars, workshops, training

sessions, and pre-internship programs. By working together to design and have debates, PKM College makes sure that its curriculum is in line with changing standards. An essential component of this process is the IQAC, which promotes an environment of flexibility and ongoing development. PKM College of Education is dedicated to giving its students a dynamic and rich educational experience and continues to review and improve many aspects of the teaching-learning process.

The organization actively coordinates its programs with the Sustainable Development Goals (SDGs) of the United Nations, promoting a comprehensive learning environment that incorporates the ideas of global sustainability into its practices and curriculum. By using the library, mentoring, and other resources, the college promotes academic achievement through self-study courses. To methodically examine and improve its teaching-learning process, the school rigorously performs academic audits regularly. This strategic approach ensures that academic requirements are met by identifying problem areas and creating a culture of continuous development. The college uses a variety of methods, such as IQAC and several channels for employee, student, alumnus, and cooperative school teacher feedback, to conduct a thorough assessment of its teaching-learning program. Strategies for continual development are informed by the analysis of this input.

The organization prioritizes ICT-enabled instruction and makes sure that the learning environment is enhanced by technology. Robust professional development initiatives for educators are also essential in promoting a culture of excellence and lifelong learning. This all-encompassing evaluation and flexible approaches validate the organization's dedication to providing excellent instruction that is sensitive to students' changing needs and the changing nature of education.

IQAC is the driving force behind professional development programs that support educators' ongoing education. The implementation of this strategic approach guarantees the improvement of teaching methodologies, thereby maintaining the institution's leadership position in providing high-quality education via continuous faculty development. To evaluate the efficacy of digital platforms, instructional strategies, and technological integration, IQAC conducts periodic reviews, with a particular emphasis on blended learning. These assessments support ongoing development, guaranteeing a flexible and adaptable learning environment. The institution's dedication to delivering high-quality education is demonstrated by IQAC's continuous efforts to enhance blended learning. With a focus on openness, the system for evaluating students is regularly examined to ensure that it remains accurate and fair. By ensuring that evaluations adhere to moral standards, IQAC promotes a culture that is responsible and ethical. Students receive a clear picture of their performance through the open assessment process, which contributes to a positive learning atmosphere.

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: 20.6

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
29	20	18	19	17

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	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:

The PKM College of Education is aware of the critical role that research plays in improving academic experiences and developing education. The institution has raised the standards for its research development activities over the past few years by implementing several small but effective changes. An exemplar of academic brilliance, PKM College of Education has persistently worked to make little but meaningful advancements in both the administrative and academic domains.

Examining the institution's history highlights significant accomplishments in technology integration, research-creation, and improving the quality of education in general.

First cycle:

1. Research development and initiative:

PKM College of Education's strategies focus on research development and dedication to expanding knowledge in the field of education. The institution has made progress towards developing an active research culture over the past few years.

A key component of this initiative has been the creation of specialized research centers. By giving students, the tools and resources, they need to work on creative initiatives, which institutes for interdisciplinary study. Furthermore, the creation of research funding programs has given faculty members the freedom to pursue novel directions, which has led to a remarkable increase in the volume of research produced.

In addition to enhancing the institution's reputation, these small changes have fostered an atmosphere that

encourages research and creativity. The PKM College of Education's academic interaction has been enhanced by the unprecedented levels of faculty participation in research projects.

2. Technology integration and classroom enhancement

PKM College of Education has set out on a mission to incorporate modern technology into its academic procedures after realizing the revolutionary potential of technology in education. A major advancement in the creation of dynamic and engaging learning environments is the introduction of smart classrooms, which come with interactive whiteboards, multimedia capabilities, and audio-visual aids.

campus-wide accessibility to Wi-Fi has further transformed education. The gradual enhancement facilitates smooth access to online resources for both teachers and students, encouraging cooperative learning and research endeavors outside of conventional classroom settings. In line with its mission to equip students for the demands of the digital age, the school is dedicated to staying on the leading edge of technical innovation.

3. Value added courses and learning material promotion

Value-added courses, designed to give students a comprehensive and deep learning experience, have been designed by PKM College of Education in response to the ever-changing demands of the educational landscape. These courses provide specific information and abilities that are in line with new developments in the business and are intended to be taken in addition to the core curriculum.

Furthermore, the organization has put tactics into place to advertise educational resources. The university actively promotes the development and distribution of top-notch instructional materials, and faculty members are encouraged to experiment with cutting-edge teaching resources. Students' academic experiences are improved by this program, which also raises the standard of instruction at PKM College as a whole.

Value added course on writing research articles in education

- Introduction to research writing, literature review and research design and methodology, results and discussion

Value added course on research in education

- Research and scientific methods, research process, interpretation and analysis of data, stating the conclusion, current trends in research

Value added course on ICT

- 2018-2020 – Techminds
- 2019-2021 – Techies
- 2020-2022 – Tech-think
- 2021-2023 – Digital media training
- 2022-2024 – New media

4. Administrative Enhancement: CCTV –Enabled classrooms, Wi-Fi, and Network –Enabled Classrooms

The PKM College of Education is aware of how important administrative effectiveness is to creating a positive learning environment. The college has installed CCTV systems in a few classrooms to monitor student activity and maintain campus security, improving general safety and accountability.

In addition, the installation of network-enabled classrooms and the thorough integration of Wi-Fi throughout the campus have expedited administrative procedures. This empowers teachers and students by facilitating effective communication, project teamwork, and easy information access.

Second cycle:

PKM College of Education continues to maintain its role as an authority in academic and administrative innovations as it moves into the second cycle of its quality assurance programs. It looks at the significant advancements made in software development, library development, and the creation of a strategy with an eye toward the future for educators.

1: Library development and strengthening

PKM College of Education has invested funds in the expansion and improvement of its library infrastructure as part of its commitment to academic achievement. The university acknowledges that giving teachers and students access to enough resources for in-depth research and education starts with having a well-stocked library.

The college library includes journals, textbooks, and digital materials, has grown dramatically in the previous years. By streamlining the loan and tracking procedures and guaranteeing effective resource use, an integrated library management system has been put into place. A culture of research and collaborative learning is also promoted by the institution's investment in the creation of cozy and accommodating study areas within the library.

2. Software development for academic enhancement

Acknowledging the transformative power of technology in education, PKM College of Education has launched an extensive software development program to enhance the learning environment. The college has collaborated with technology specialists to develop custom software solutions that address the distinct requirements of teachers and students.

The creation of an interactive online learning environment is one of this initiative's major results. This platform offers an interactive and captivating learning environment by integrating multimedia components, discussion boards, and assessment tools. Additionally, the program makes it easier for teachers and students to communicate with one another, which promotes teamwork in the classroom.

3. Perspective plan for next-generation teachers (20-30)

PKM College of Education has started working on a comprehensive perspective plan to prepare the next generation of teachers in preparation for the changing demands of the education industry. Using a forward-thinking approach to teacher preparation, this strategic program ensures that graduates have the

abilities and know-how required to succeed in classrooms of the twenty-first century.

The organization has collaborated with educators, business leaders, and legislators to pinpoint new developments in the field of education. The perspective plan includes updated curricula, technology-enhanced teaching approaches, and hands-on activities that mimic real-world teaching situations.

File Description	Document
Relevant documentary evidence in support of the claim	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 adopts a well-processed strategy for unifying energy conservation and implementing major sources of energy to meet its power requirements. The Energy Policy of P.K.M mainly aims to reduce energy conception through efficient practices and technological advancement. The policy acts as a great measure to reduce the energy sources. The maintenance of energy is done through a well-crafted process. Regular monitoring is done and careful attention is paid. The energy policy of PKM states that the PKM Campus will develop as an environmentally sustainable and economically feasible that reflects the core values of engagement and accountability.

Each member of the P.K.M family firmly believes in the upholding of institutional policy values in its great consent. As part of it, the policy is imparted to the faculties, students, and other staff members to have a great awareness to consume and conserve energy to a great extent. The newly admitted students will be also informed of the energy policy and rules regarding energy conservation during the student induction program.

The college conducts regular energy audits to identify areas deemed for improvement and immediate action. Doing this helps to track the progression and loopholes in the field of energy conservation.

In the stated energy policy of the institution, it is said that our college establishes a routine maintenance schedule for all energy equipment to ensure its optimal efficiency and longevity.

Strategies adopted for energy consumption to meet its power requirements are:

1. SOLAR POWER PLANT

- In Contract with Kerala State Electricity Board, P.K.M college is equipped with a 5KW Grid-tied Solar PV power project on the Rooftop, which was installed and commissioned in 2018.
- The whole design aspects and installation are made in such a way that we could efficiently harvest power. Moreover, it can withstand heavy power consumption which helps to save energy.

1. URJAKIRAN

URJA KIRAN is an Energy Conservation Awareness Campaign (ECAC) initiated by the “State Designated Agency”- Energy Management Centre (EMC), Government of Kerala in the year 2015-16 with the “Resource Agency”-Centre for Environment and Development, Government of India to create awareness among the general public and equip them for efficient management of all forms of energy, to

promote energy efficiency and energy conservation and to develop new sources of energy as well as novel energy technologies to increase the production and facilitate the use of energy on a sustainable basis.

P.K.M. College of Education has been the “Participating Agency” for Irikkur Assembly Constituency since 2015. As part of the URJA KIRAN, the college organized Energy Conservation Awareness Campaigns for the general public at different parts of the Constituency including public meetings, resource talks, energy conservation rallies, signature campaigns, flash mobs, exhibitions, distribution of resource materials, etc.

1.ENERGY EFFICIENT DEVICES AND EQUIPMENT

- The major aspect that our institution took forward for efficient energy conservation is that by transitioning all lightening sources are alternated to LED. Additionally, the equipment utilized across the campus has been carefully selected to ensure energy efficiency.

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:

PKM College of Education has formulated a comprehensive waste management strategy aimed at promoting sustainability and responsible environmental practices. The college’s waste management approach revolves around key principles and guidelines outlined to create a culture of responsible waste handling. One of the primary focuses is on recycling, with initiatives in place to improve recycling rates through proper waste segregation. The college actively promotes the reuse of materials whenever possible, making waste reduction a top priority. This commitment is not only reflected in infrastructure provisions like a proper bin system but also in specific guidelines for departments, such as the encouragement of double-sided printing and digital filing. Raising awareness is another critical aspect of the College’s waste management strategy. Stakeholders, including students and staff, are educated on the importance of responsible waste management and their role in achieving sustainable practices. New students are informed of waste management policies during the Student Induction Programme, ensuring that the entire college community is well-versed in these practices.

Community engagement plays a pivotal role in the college's waste management approach. Collaborating with local communities and organizations strengthens partnerships that enhance waste management practices and community involvement. The Department of Natural Science, Physical Science, and Bhoomithrasena conduct awareness programs throughout the year to foster new approaches and protect the environment. Responsibilities and guidelines have been clearly outlined, with the policy disseminated to all members of the college community. The departments of Natural Science, Physical Science, and Bhoomithrasena take an active role in conducting awareness programs while monitoring the waste management system is a joint responsibility of the college management and departments. Additionally, measures are taken to maintain the biodiversity richness of the campus.

The college has established agreements with relevant agencies for the disposal of solid waste and has embraced eco-friendly practices like biogas plants and vermicomposting for biodegradable waste. The college's commitment to the environment is evident through its declaration as a Plastic Free Campus. Efforts to reduce paper usage annually, including paperless procedures and the promotion of E-magazines, contribute to minimizing environmental impact. In total, PKM College of Education has developed a proper waste management strategy that encompasses recycling, awareness, community engagement, and specific guidelines for responsible waste handling across various waste streams. This overall approach reflects the college's dedication to sustainability and environmental protection.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
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: A. All of the above

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

7.1.5

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

Response:

Our commitment to environmental stewardship is evident through proactive initiatives, aligning with our core values and responsibilities. The objectives include integrating environmental issues into policies, protecting ecological systems, and promoting resource conservation. We aim to reduce waste, minimize paper and plastic usage, and promote a culture of energy conservation.

Green practice policy: Aligned with the principles of Reduce, Reuse, and Recycle, the institution integrates environmental issues into policies, strategies, and programs. Objectives include protecting ecological systems, minimizing resource consumption, reducing waste, and promoting a culture of sustainability.

- The “Care Our Earth” initiative promotes sensitivity to fellow beings and nature through various programs related to conservation and waste management.
- A plastic-free campus initiative prioritizes sustainability and responsible consumption.
- Investment in renewable energy, community gardens, rainwater harvesting, and green research initiatives further showcases the institution's commitment to environmental preservation.

Responsibilities and guidelines ensure that stakeholders are informed and engaged. Regular audits identify areas for improvement, while the Department of Natural Science collaborates with Bhoomithrasena to maintain biodiversity. Furthermore, the institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of body, mind, and soul. The organization of seminars, posters, slogans, and logo-making competitions, extension lectures, and interactive sessions with experts help to share ideas on environmental preservation, create creativity, sensitivity, awareness and make responsible citizens and also know the importance of cultivating habits of cleanliness in daily life.

Green research initiatives, in collaboration with the Bhoomithrasena Club, drive projects focused on biodiversity and environmental conservation. Together, these initiatives reflect our dedication to a pollution-free, healthy environment for present and future generations

File Description	Document
Documents and/or photographs in support of the claim	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: A. All 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
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: 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.47	0.15	0.084	0.13	0.12

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:

P.K.M College Education stands as an excellent and role model college for initiating various practices and challenges to enhance deeper and better learning and initiating processes in every dimension. The college reluctantly stands as an exemplar by proactively organizing and engaging in various activities and programs leveraging the local environment, locational knowledge, resources, community practices, and challenges.

The college promotes enumerating various programs, especially conducting field trips, and industrial visits, enhancing social sharing and caring, and also spreading knowledge nearby.

1.Activities initiated for leveraging the local environment

The college organizes various programs related to the environment and nature like 'Kuttandinoppam'(Flood Relief Campaign), which served as an exotic supportive boom for the people who were affected by flood threat in the Kuttanad region.

Student teachers including the staff of P.K.M had engaged in the sublime of nature by engrossing the trekking and other interesting activities to know and study nature. The trekking to Ranipuram was an instance of the above. The Department of Natural Science also went to the Puthukaad estate to know and enjoy the beauty of nature.

Various workshops were also conducted such as 'Mannu, Manushayan, and Mahatmav- A workshop on Care our Earth Initiatives, Workshops on the environment by Boomithra Sena Club, etc. Awareness campaigns on relevant topics such as Ozone Day, Energy Conservation Signature Campaign, Cleaning Campaign, etc are also dedicatedly conducted by the student teachers in association with staff as an outreach program.

1.Activities initiated for leveraging the community practices/ challenges

Students and faculty of P.K.M College are enthusiastically involved in the extension activities and those activities act as a savior for the people who need it. Various community activities are encouraged and initiated by the college such as the Pain and Palliative Care Awareness and Training Program, an Online quiz competition for Women in the Local Community, and 10 Days of Yoga Training for the Nearby Community. Even during the Pandemic era, a major program was initiated such as the COVID-19 Help Desk activity, and the Hand Sanitizer distribution activity was also actively managed and organized. To know and share culture, Tribal Empowerment at Wayanad, Institutional Training Programme or Peace Building At Nagaland, etc. was also included as an outreach activity.

Onamkkodi: A Gift to the Nerby Community also acts as a major welfare program initiated by the college to build happiness among old age people. Additionally, Orphanage visits are also often carried out by the college.

1.Activities initiated for building and boosting local knowledge

To promote local knowledge various activities and visits are conducted such as the Milma Malayora Diary Visit, 'CRACKET' (Promotions of Competitive Exams at Poddikalom English Medium School, Post Covid Fitness Training Programme, 10 Days training program at Alex Nagar. Supportive Care and

General awareness classes to the Public through flashmobs and street plays are also arranged.

1.Activities initiated to enhance local resources

Urjakiran, Aksharakkootam, health-based awareness programs, etc. are actively organized in college to promote the resources.

File Description	Document
Documentary evidence in support of the claim	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:****TITLE: 1. CADETS OF PEACE****Objectives:**

Cadets of Peace aims to professionally train the student teachers to be ***leaders of peace building***. It also aims to develop knowledge, skills and attitude in Conflict Resolution and Peace Building and to become **cadets of peace** to initiate peace building activities in their work place.

Context:

Cadets of Peace is a ***collaborative initiative*** of P.K.M. College of Education in partnership with NGO's working for peace such as Peace and Harmony Foundation (Kerala) and Peace Channel (Nagaland) in the context of Silver Jubilee of the college and in the global context of UN SDGs. The initiative was launched by **Dr. Jill Car-Harris, International Peace Activist** on 18th February 2018.

Practice:

The practices include **Institutional Initiatives** for creating awareness and **Student Teacher Initiatives** for making them engaged with the field to become **cadets of peace** to initiate peace building activities in their work place.

Institutional Initiatives include ***prioritizing Peace Education as one of two elective subjects; Orientation Programme*** (18-02-2019), ***Street Play*** (25-09-2018), ***National Level Training Programme*** (22-08-2019), ***Institutional Twinning Programme*** with NEISSR (05-12-2019), ***International Webinar***(24-08-2020), ***Peace Debate*** (16-09-2020), ***International PEACE DAY Celebration*** (21-09-2021), ***Peace Art*** (04-11-2022), ***National Seminar on Building a Peaceful and Just Society*** (25-11-2022) etc.

The Student Teacher Initiatives include organizing Competitions, Campaigns, Exhibitions; Designing Conceptual/Pedagogical Models/resource materials; Publication of articles; working with Peace Clubs in schools etc.

Evidence of Success:

- Conceptual models for TEIs and pedagogical models for curricular integration.
- Working as peace activists
- Initiated peace clubs in schools

Problems Encountered and Resources Required:

- Single TEI providing Peace Education as an elective
- Require more library books and collaborations

TITLE 2. Share your Spare Movement

Objectives

Share Your Spare movement aims to develop *sensitivity towards fellow beings* among the student teachers.

It intends to spare the personal, professional, financial and moral strengths of a person for his/her fellow beings who are in need of support/care/help such as the people who are excluded/ marginalized/ differently abled / illiterates/ victims of calamities etc.

Context

Share Your Spare acts as a strategic programme of action for achieving the goals *teachers as equity upholders and humanity propagators* designed in the context of the Silver Jubilee of the college.

Share your Spare Movement was launched by Hon. Minister Kadannappally Ramachandran on 25th October 2019.

Practice

Share Your Spare includes programmes/projects/activities such as **Laptop for All**-sharing laptops for needy student teachers; **Share your Sight**- Talking text development project for differently abled; **Pragya, Scholastica & Punarvayana**- Learning Support System for the school students at risk ; **OPPAM** –Community Intervention programme for extending a helping hand to the victims of flood calamities and COVID-19 pandemic; **Zumba Training**-post Covid interventions for school students; **ChatTEA**- chatting with Teachers, Experts and Activists-sharing experiences; **Home and Palliative Care**; **Drop Boxes** to collect spare money educational materials and dress materials for the needy etc.

Evidence of success

The initiatives taken by the student teachers as a participant, an organiser, an activist etc. in the movement provided personal experiences and helped them to become more empathetic, tolerant, patient, and socially responsible citizens.

Problems Encountered and Resource Required

The concept is gaining attention slowly by the public and the resources as well as partnership with different agencies are required.

File Description	Document
Photos related to two best practices of the Institution	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:

Next Generation Teacher Education at PKM

Next Generation Teacher Education at P.K.M. College of Education is a unique curricular project implemented since the Silver Jubilee year – 2019. The project was launched by Mr K.C. Joseph, MLA.

The project aims at addressing global challenges/issues in social, environmental, health and moral dimensions. It also envisions the whole person development of the student teachers as **sensitised global citizens**. As part of this mega project seven goals have been set, that align with the UNSDG's, for the student teachers to attain through their two-year B.Ed. programme. Designed as a cyclic process of two years, the project is expected to attain the goals by 2030. The seven goals envision prospective teachers as **peace builders, environment protectors, health promoters, humanity propagators, equity promoters, digital experts and research undertakers**.

As an institution which has enormous possibilities in solving the local and global issues, we are dedicated to train the future teachers who in turn guide and shape the future of the nation through their pupils. Starting from the knowledge level, the Next Gen Teacher Education at P.K.M. awakens the civic and social responsibility of the student teachers, leading them to be responsible individuals through various curricular processes. As a result of this epic project, various pathbreaking outcomes have emerged as a joint venture of students and teachers. **Movements such as Share your Spare, PKM Sports Academy and initiatives such as Care our Earth, Cadets of Peace etc.**, are best examples.

The **curricular transaction design** includes **curricular processes** and **curricular outcomes**. The Curricular Transaction Process includes the initiatives of the Teacher Education Institution to develop knowledge, skills and attitude among the student teachers through academic, research and community based programmes. The student teachers are allowed to engage in the field while they are at college and during their internship at schools. The project is designed in such a way that the student teachers will be developing a sense of responsibility and will be addressing the issues as a sensitised teacher, researcher or an activist at their workplace contributing to teaching profession, body of knowledge and to the society.

For instance, while addressing the environmental issues; the TEI, through its **Care our Earth initiative** and various other initiatives such as **Urjakiran**-energy conservation awareness campaign, **Bhoomithrasensa club**, observance of days, conduct of seminars etc, provide opportunities to acquire knowledge, skills and develop positive attitude among student teachers.

Meanwhile the student teachers initiate various programmes in and outside the campus by associating with Governmental and Non-Governmental agencies and institutions. They will be directly engaging with the field while they are at schools for their internship such as planting trees, plastic free campus campaigns, energy conservation awareness campaigns etc. The direct field engagement allows the

student teachers to develop a sense of caring and responsibility to Eco issues by a radical shift in their attitudes towards the nature.

The transformed student teachers will be working as environmental protectors and initiate various eco-friendly initiatives in their workplace as a teacher, researcher and activist.

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 :

The institution is accredited by NAAC twice with A grade in the year 2004 and 2016 respectively. The legacy of continuing excellence is in tune with mission and vision of the institution which in turn contributed the quality enhancement. P K M College of Education became a beneficiary of RUSA 2.0 in 2020 as it is one of the few accredited teacher education institutions in Kerala.

As a teacher training institution, P K M developed strategies to address the global pedagogic shifts uniquely. The mega project Next generation teacher @PKM, peace education, share our spare movement, care our earth etc are some of them and in fact, these are based on UNSDGs. The curricular plannings incorporated techno pedagogy as a key concept as it is the need of the hour. The college turned as a platform for polishing the skills and aptitude of each student. In this way research and publication cell fosters research aptitude and facilitate contribution of students to the body of knowledge and value education hour provides open discussion on value-based issues.

An effectively working IQAC is the iron frame of our institution that plan, design and implement innovative activities associating with clubs, forums, and governmental/non-governmental organisations. In addition to that, it is also committed to strengthen the IQAC's of unaided teacher educational institutions in the vicinity by mentoring and offering advises. Furthermore, to provide the students maximum exposure and opportunities we focus more on academic, pedagogic and cultural exchange/ twinning programmes.

Concluding Remarks :

PKM College of Education Madampam stands out as a lighthouse of wisdom and knowledge committed to excellence and well-being of the stakeholders. As an institution which has enormous possibilities in solving the local and global issues, we are dedicated to train the future teachers who in turn guide and shape the future of the nation through their pupils. Simultaneously, we are proud enough to see our students capturing the world of education and mark themselves in a unique way. The products of P K M stand far ahead in this profession as they are equipped with the techniques and skills to navigate through the challenges of the world. We uphold the values and faith in oneself as the core essence and the key to success. The college strives to promote and sustain concern for quality, advancement in technology and the development of global tendencies and never compromises the opportunities for improvement also. The institution is receptive in nature for all the innovative projects and upgradation which in fact is the foundation for qualitative improvement of administrative, teaching staff and students. In such a way, it is a platform for shaping individuals who can foresee the world in a better way. We continue our yearning for development and excellence and the quest to keep abreast with the latest developments in the field of teacher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.5	Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years 1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years Answer before DVV Verification: <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>0</td><td>25</td><td>0</td><td>0</td><td>0</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>0</td><td>22</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has made the changes as per shared data template document excluding the duplicates .	2022-23	2021-22	2020-21	2019-20	2018-19	0	25	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	22	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	25	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	22	0	0	0																	
2.4.5	Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has selected the C. Any 4 of the above as per shared supporting document by HEI .																				
2.4.10	Nature of internee engagement during internship consists of 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings																				

6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : DVV has selected the C. Any 4 or 5 of the above as per shared supporting document by HEI.

2.7.4 **Performance of outgoing students in internal assessment**

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

Answer before DVV Verification : 46

Answer after DVV Verification: 38

Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has selected the C. Any 3 or 4 of the above as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26.77	57.42	21.43	9.77	2.13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.74	22.42	16.22	6.54	1.9

Remark : DVV has made the changes as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.95	30.5	26.5	26.49	21.3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.64	25.4	22.2	25.22	17.3

Remark : DVV has made the changes as per shared supporting document by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has selected the C. Any 2 or 3 of the above as per shared supporting document by HEI.

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

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional

website

3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has selected the C. Any 3 or 4 of the above as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	4	27	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	26	3	22	36

Remark : DVV has made the changes as pr shared data template document not considered days and inter collegiate .

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

1. Motivating the freshly enrolled students
2. Involvement in the in-house curriculum development
3. Organization of various activities other than class room activities
4. Support to curriculum delivery
5. Student mentoring
6. Financial contribution
7. Placement advice and support

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above
 Remark : DVV has selected the B. Any 4 or 5 of the above as per shared supporting document by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.68	0.12	0.084	0.52	0.318

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.47	0.15	0.084	0.13	0.12

Remark : DVV has made the changes as per shared data template document by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs).. Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>56.72</td><td>87.92</td><td>47.93</td><td>36.26</td><td>23.43</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>46.72</td><td>83.92</td><td>42.93</td><td>35.26</td><td>22.43</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	56.72	87.92	47.93	36.26	23.43	2022-23	2021-22	2020-21	2019-20	2018-19	46.72	83.92	42.93	35.26	22.43
2022-23	2021-22	2020-21	2019-20	2018-19																	
56.72	87.92	47.93	36.26	23.43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
46.72	83.92	42.93	35.26	22.43																	