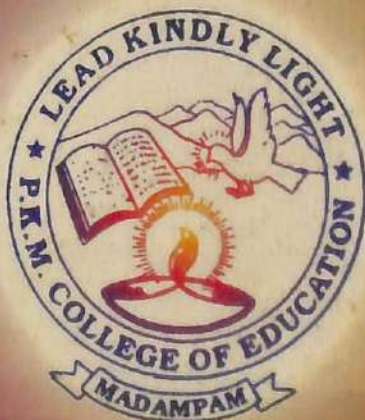


Self Study Report
Presented to
NAAC



By

**PKM COLLEGE OF
EDUCATION**

(Affiliated To Kannur University)

Madampam, Kannur, Kerala-670631. Ph: 0460-2230929

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Website : www.pkmcollegeofeducation.net

P. K. M. COLLEGE OF EDUCATION

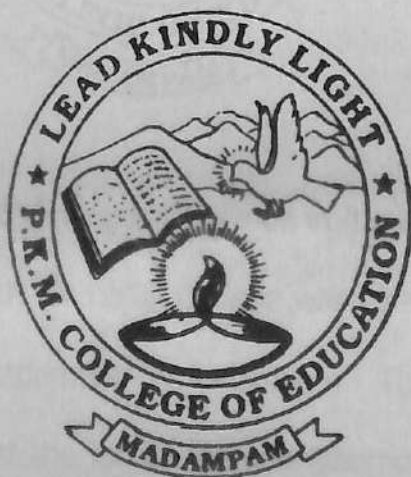
(AFFILIATED TO KANNUR UNIVERSITY)

Madampam, Kannur

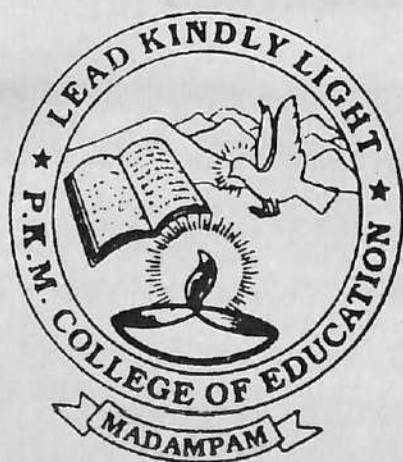
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SELF STUDY REPORT PRESENTED TO NAAC



The Coat of Arms of P.K.M heralds the vision and mission of this educational institution. Prof. Kandoth Memorial College was established as a beacon of education in the new settlement of Madampam. The lamp burns bright to spell out the darkness of the ignorance and illiteracy; radiates the glow of enlightenment after the model of the Jesus Christ, our 'Eternal Guru ' and the 'Light of the World'. In the same wavelength our motto 'Lead kindly light' reflects mission of the institution. The open book represents the wisdom to be attained by the teachers and their disciples in due course. The pigeon, symbol of peace and harmony spreads the message of caring love through education across the country. The undulant hills at the backdrop are indicative of the pristine pure and rustic geographical nature of the locale.

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PRELUDE

P.K.M College of Education is a temple of learning with a difference among the scores of educational institutions run by the Knanaya Catholic Community in Kerala. The history of the community dates back to A.D. 345 when Thomas of Kana, accompanied by seventy two families consisting of about four hundred people with a Bishop, Priests and Deacons disembarked on the shores of old Mujiris, the present Kodungallore. These immigrants spread along the coast of Kerala and prospered under royal patronage, but with the tides of times having preserved their ethnic purity and identity, moved afar to central Travancore, and years after, in 1943 and in 1960 some of them migrated in Malabar. Innumerable are the services rendered by the community to the Kerala Society, especially in the educational field. At present this minority community runs 60 primary schools over 10060 students, 31 upper primary schools with 8698 students, 23 high schools having 12074 students, 11 higher secondary schools with 3835 students, 2 Nursing schools with 210 students and one Nursing college with 100 students, one women polytechnic with 80 students, one industrial training school with 120 students and 3 Arts and Science Colleges with 6870 students and one training college with 100 students.

In Malabar region alone, the community is having 16 primary schools, 9 upper primary schools, 5 high schools, 1 higher secondary school and two colleges. At present under the various educational institutions of the Knanaya Community quality education is imparted to nearly 50,000 students throughout and outside the state of Kerala. Here is the invariable relevance of P.K.M College as a training institution moulding the prospective teachers for the community in particular and society at large. Former students belonging to this community have been absorbed in different institutions either as Heads or as assistants run by the Corporate Educational Agency. Therefore with all humility, we bow our heads before the Almighty for having blessed us to be the harbingers of educational and cultural renaissance in the society of Kerala at large.

HISTORY OF THE COLLEGE

Dedicated to the Sacred Heart of Jesus, the patron of the Arch eparchy of Kottayam, 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 dream of a great teacher, our patron Mar. Kuriakose Kunnacherry, the Arch Bishop of Kottayam. It was because of 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, the Revenue Ministers and Sri. Oommen Chandi, the then Finance Minister and the present Chief Minister of Kerala that this college, a beacon of hope for the less privileged became a reality in the gentle undulations of a rustic Village called Madampam.

The college was inaugurated on 17th June, 1995 by the patron Mar. Kuriakose Kunnacherry in an old building of Maryland High school. In 1996 it was shifted to the edifice on a hilltop sprawling in 10 acres of land, conspicuously unique for its semi-circular form, in tune with the undulating hills.

On 31st March 1997 this self-financing college was converted into an aided college, provisional affiliation was changed to permanent affiliation from 18th Oct. 2004 onwards. The U.G.C. recognized the 2(f) and 12(B) status on 31st March 2005

Fr. Stephen Jayaraj OFM (Cap) the vicar General of Malabar was the founder manager and he was followed by Rev. Dr. Msgr. Jacob Kollamparambil, vicar General of the Eparchy of Kottayam in 1997. The present manager is Mar. Mathew Moolakkat, the co - adjutor Bishop of Kottayam and pro-manager is Very Rev. Fr. Alex Akkapparambil.

Prof. Philip Kanduthodiyil assumed charge as the first principal in June 1995. In 1997 Prof. C.N. Balakrishnan Nambiar was appointed as principal. It was on 1st Feb the present principal Fr. P.J. George assumed the office. Mrs. Maya J. Pillai (1996 – 97) and Dr. Anil R. (2001 – 2003) served the institution as Lecturers – in – charge of Principal.

The founder fathers of this institution had a very noble and revolutionary vision to establish it in a hilly, rural and backward area contiguous to the Karnataka borders in Kannur District. Their prime aim was to impart education and training to the less privileged and marginalized section of the society to pioneer a vibrant social nobility in 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.

Crowning a rustic hillock in a majestic splendour and set against the lush green sylvan ambiance the college has

indelibly imprinted a noble legacy of a decade in the educational scenario of Northern Malabar.

Initially the college offered the B.Ed. course with six options – English, Malayalam, Mathematics, Physical Science, Natural Science and Social Science. The past decade has already set the path for the realization of the noble vision and caring mission cherished by the institution. In the curricular realm the students of P.K.M stood head and shoulders above securing top most ranks in the university. They were always peerlessly ahead in sports and games.

In fine arts their performance was always superb. In social awareness and commitment to profession the past thousand students are behind none. With hope and confidence we progressively march on to encompass the kind of transformative education envisaged by the management. Therefore apart from the academics and artistry the institution strives for complete personality development based on sound human values.

PROFILE OF THE TEACHER EDUCATION INSTITUTION

PROFILE

1. Name and address of the institution

P.A.M. COLLEGE OF EDUCATION

Madhavpur (P.O.)

Erandol (Dist. Thane)

Self Appraisal Report Part – I

➤ **Profile of the college**

➤ **Criterion wise inputs**

Mapping of admission and curricular activities

PROFILE OF THE TEACHER EDUCATION INSTITUTION

1. *Name and address of the Institution:*

P.K.M. COLLEGE OF EDUCATION

Madampam (P.O)

Sreekandapuram

Kannur (Dist), Kerala - 670631

2. *For communication:*

P.K.M. COLLEGE OF EDUCATION

Madampam (P.O)

Sreekandapuram

Kannur (Dist), Kerala - 670631

OFFICE

NAME	STD CODE	TELEPHONE NUMBER	EXT. No.	FAX No.
Fr. P.J. George (Principal)	0460	2230929 2232449	-	-
Stephen.T.A (Steering Committee Coordinator)	0460	2230929	-	-

E-mail: pkm_cedn.mdpm@sancharnet.in

RESIDENCE

NAME	STD CODE	TELEPHONE NUMBER	FAX No.
Fr. P.J. George	0460	2232449	-
Stephen T. A.	0486	2228778 09447124470	-

E-mail: stephenpkm@rediffmail.com

3. Location of Institution:Urban ☐Semi-Urban ☐Rural ☒Tribal ☐Any other ☐**4. Campus area in acres:** **5. Date of establishment of the institution:** **6. (a) Is it a recognized minority institution?**Yes ☒No ☐**(b) Details of other educational institutions run by the management.***(List attached as annexure 1)***7. Financial category/type of the institution**Government funded ☐Grant-in-aid ☒Unaided ☐

8. Is there a provision for giving autonomy to the institution?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

If yes, give details

9. Teacher Education programmes offered by the institution.

(a) Details of the programmes:

SL. No.	LEVEL	PROGRAMME / COURSE	NATURE OF AWARD	DURATION	ENTRY QUALIFICATION
(i)	Pre-Primary	Not Applicable	Certificate		
			Diploma		
			Degree		
(ii)	Primary / Elementary	Not Applicable	Certificate		
			Diploma		
			Degree		
(iii)	Secondary/ Sr. secondary		Certificate		
			Diploma		
		B. Ed.	Degree	One year	Degree

(iv)	Secondary / Sr. Secondary – PE	Not Applicable	Certificate		
			Diploma		
			Degree		
(v)	Post Graduate	Not Applicable	Certificate		
			Diploma		
			Degree		
(vi)	Post Graduate – PE	Not Applicable	Certificate		
			Diploma		
			Degree		
(vii)	Other	Not Applicable	Certificate		
			Diploma		
			Degree		

(b) List the academic units/ departments in the institution:

One (Education)

10. Details of NCTE recognition (for each course)

LEVEL	PROGRAMM	ORDER NO. & DATE	VALID UPTO	SANCTIONED INTAKE
(i) Pre- Primary				
(ii) Primary / Elementary				
(iii) Primary / Elementary PE				
(iv) Secondary/ Sr. Secondary	B. Ed.	F.K.L /SEC SRO/NCTE/2004- 05/965 27/12/04	31.12.2005	100
(v) Secondary / Sr. Secondary -PE				
(vi) Post Graduate				
(vii) Post Graduate- PE				

11. List of teachers with qualifications and experience

Sr. No.	NAME	DATE OF BIRTH	DESIGNATION	QUALIFICATION	PERMANENT/ TEMPORARY/	EXPERIENCE IN TEACHER EDUCATION	LENGTH OF SERVICE IN PRESENT INSTITUTION
1.	Fr. P.J. George	2-2-1952	Principal	M.A., M.Ed.	Permanent (On deputation)	20 Years	2. ½ Years
2.	Mr. Stephen T.A	30-6-1962	Lecturer in Nat. Science	M.Sc., M.Ed. NET	Permanent	12 Years	8.Yrs. 5 months
3.	Mrs. Rekha K.R.	17-5-1968	Lecturer in English	M.A. (Eng), M.A (Soc), M.Ed. NET	Permanent	10 Years	8.Yrs. 5 months
4.	Mrs. Maya J. Pillai	31-5-1971	Lecturer in Education	M.Sc., M.Ed., NET	Permanent	9 Years	9 Years
5.	Dr. Anil R.	28-7-1971	Lecturer in Phy.Education	M.P.E., M.Phil., Ph.D., M.A.(Psy), P.G.D.G.C., NET	Permanent	9 Years	7 Years
6.	Dr. Babu K.	2-2-1958	Lecturer in Phy.Science	M.Sc. M.Ed., Ph.D.	Permanent	8 Years	7 Years
7.	Miss. Jessy N.C.	30-5-1970	Lecturer in Malayalam	M.A., M.E.d., NET	Permanent	5 Years	5 Years
8.	Mrs. Veena A.	31-5-1975	Lecturer in Social Science	M.A., M.E.d., NET	Permanent	3 Years	1 Yr. 4 months
9.	Mr. Vijayan	16-4-1973	Lecturer in Mathematics	M.Sc., M.E.d., NET	Temporary (On Leave vacancy)	7 Years	1 Yr. 4months
10.	Mrs. Sholly Joseph	8-5-1971	Lecturer in Mathematics	MSc. MED., NET	Permanent (On Leave)	8 Years	7 Years

12. Number of members of non – teaching staff:

	TOTAL
TECHNICAL STAFF	Nil
ADMINISTRATIVE STAFF	7
OTHERS	1

13.

(a) Number of students enrolled:

SECONDARY / SR. SECONDARY	FEMALE	MALE	TOTAL
From the same district where the institution is located	62	12	74
From the same state where the institution is located	17	9	26
From other states of India	-	-	-
NRI students	-	-	-
Foreign students	-	-	-
Total	79	21	100
Number of students with qualifications above the prescribed level	33	08	41

(b) Details of the last three batches of students:

BATCH 1								
YEAR OF ENTRY <u>2002 - 2003</u>								
NUMBER OF STUDENTS	PRE – PRIMARY	PRIMARY / ELEMENTARY	SEC.SR. SEC.	SR.SEC. – PE	PG	PE	OTHERS	TOTAL
ADMITTED TO PROGRAMME	-	-	100	-	-	-	-	100
APPEARED FOR THE FINAL EXAMINATION	-	-	100	-	-	-	-	100
PASSED IN THE FINAL EXAMINATION	-	-	97	-	-	-	-	97
AVERAGE PERCENTAGE OF MARKS – M / SD	-	-	M=650.51 SD=54.08	-	-	-	-	-
PASSED IN FIRST DIVISION	-	-	86	-	-	-	-	86
RANKS, IF ANY (UNIVERSITY)	-	-	4 th	-	-	-	-	1

- M – mean
- SD – Standard Deviation

BATCH 2								
YEAR OF ENTRY <u>2003 - 2004</u>								
NUMBER OF STUDENTS	PRE – PRIMARY	PRIMARY / ELEMENTARY	SEC.SR. SEC.	SR.SEC. – PE	PG	PE	OTHERS	TOTAL
ADMITTED TO PROGRAMME	-	-	100	-	-	-	-	100
APPEARED FOR THE FINAL EXAMINATION	-	-	99	-	-	-	-	99
PASSED IN THE FINAL EXAMINATION	-	-	99	-	-	-	-	99
AVERAGE PERCENTAGE OF MARKS – M / SD	-	-	M=659.85 SD=51.48	-	-	-	-	-
PASSED IN FIRST DIVISION	-	-	90	-	-	-	-	-
RANKS, IF ANY (UNIVERSITY)	-	-	1st, 2 nd & 4 th	-	-	-	-	3

PROFILE

- M - mean
- SD – Standard Deviation

BATCH 3 YEAR OF ENTRY <u>2004 - 2005</u>								
NUMBER OF STUDENTS	PRE – PRIMARY	PRIMARY / ELEMENTARY	SEC.SR. SEC.	SR.SEC. – PE	PG	PE	OTHERS	TOTAL
ADMITTED TO PROGRAMME	-	-	100	-	-	-	-	100
APPEARED FOR THE FINAL EXAMINATION	-	-	100	-	-	-	-	100
PASSED IN THE FINAL EXAMINATION	-	-	99	-	-	-	-	99
AVERAGE PERCENTAGE OF MARKS – M / SD	-	-	M=657 SD=58.57	-	-	-	-	-
PASSED IN FIRST DIVISION	-	-	83	-	-	-	-	83
RANKS, IF ANY (UNIVERSITY)	-	-	1, & 3 rd	-	-	-	-	2

PROFILE

- M - mean
- SD – Standard Deviation

14. Details of expenditure for the previous financial year.

ITEM	RECURRING	NON – RECURRING	EXCESS INCOME OVER EXPENDITURE
Salary			
Teaching Staff	1380340	Nil	Nil
Non Teaching Staff	479910		
Fees, Stipend, Etc.	837038		
Contingency Expenses	95219		
Student Welfare Activity	133366		Nil
Affiliation and			
Advertisement fee		172575	
Construction Expenses		305923	

A copy of the audited annual Statement of Accounts may be attached. (Annexure 2)

15. What is the unit cost? (Unit cost = Total annual recurring expenditure divided by the number of students enrolled.

Rs. 29258.73 (2004-2005)

Yes ☐ No ☒

16. What is the temporal plan of academic work in the institution?

Semester system ☐

Annual system ☒

Any other specify ☐

17. Is the credit system followed?

Yes ☐ No ☒

18. Does the institution have the following support services

Library and Reading Room	☒
Computer center	☒
Health center/Sick room	☒
Sports facilities (Indoor)	☒
Sports facilities (Outdoor)	☒
Work Experience Workshop	☒
Staff Quarters	☐
Hostel for Boys:	☐ For Girls: ☒
Canteen	☒
Psychology lab	☒
Auditorium/Multi Purpose Hall	☒
Grievance redressal cell	☒
Vehicle parking shed	☒
Girls Common Room	☒
Boy's Common Room	☒
Staff Room	☒
Toilet for girls	☒ for boys ☒ for staff ☒
Any other (specify) - Counselling Cell, Store	

19. Does the institution have collaborations/linkages with local/regional/national/international agencies?

Yes



No



If yes, list them giving important details:

We have informal linkages with the following organisations/agencies.

LINKAGES OF THE INSTITUTION

Regional	1. DIET- Kannur Interaction with faculty of DIET Kannur especially in the new curriculum transaction 2. Linkage of library facilities of nearby college 3. SCERT, Trivandrum
National	1. Consultation with faculty of R.I.E. Mysore (NCERT on difference areas and issues on Education) 2. Central institute of Cooperative Management, Kannur 3. Center for Environmental Education, Bangalore (Resource Persons for workshop on environmental education)
International	1. Oakton Community College, Morton Grove Illinois, U.S.A. (Donation of books to the college library)

N.G.O.'s	1. Payyavoor Community Development Project (PCDP) – Community living experience 2. Malabar Social Service Society (MASS) – Seminars / Workshops / Training Programmes 3. Organisation of Industrial Spiritual and Cultural Advancement (OISCA) Conduct of seminars and awareness programmes 4. SEEK (Society for Environmental Education in Kerala)
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20. Source of income / funding of the institution during the last year.

SOURCE OF FUNDING	AMOUNT
I. Donations & Management Fund	1000000
ii. Fund raising drives	647050
iii. Alumni association	25000
iv. Consultancy	Nil
v. Self-financial courses	Nil
vi. Grant-in-aid (Salary)	1860250
vii. Fees	199155
viii. Any other (Tourism, Student Welfare Fund	2500 3000

Criterion – I

Curricular Design and Planning

CURRICULAR DESIGN AND PLANNING

CRITERION - I

This aspect requires information on how the curriculum design of the institution offers diversity and flexibility to trainees. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs.

The details looked into are:

- Admission procedure
- Details of working and teaching days
- Student ability level
- Features of current syllabi and mechanisms for its monitoring and mid-course correction
- Developing new courses; gestation time for running new courses
- Curriculum design
 - ✓ Institutions' mission and goals
 - ✓ Feedback mechanism
 - ✓ Inter/multi-disciplinary components
 - ✓ Innovations

1.1 How are students selected for admission into various courses?

- | | |
|---------------------------------|-------------------------------------|
| A). Through entrance tests. | ☐ |
| B). Through interviews | ☐ |
| C). Entrance test and interview | ☐ |
| D) Any other (specify) | ☒ |

If more than one method is followed, kindly specify the weightages.

Selection of students is based on the marks secured in the qualifying examination. Eligibility criteria and the admission procedure are fixed as per the N.C.T.E., Kerala Government and Kannur University norms and regulations. This year the admission is done through Centralised Allotment System, by the Department of Collegiate Education, Government of Kerala

(Admission rules & Regulations – Annexure No.3)

The following optional subjects are offered for the B.Ed. course in this college:

- | | |
|--------------------|---------------------|
| 1. English | 2. Malayalam |
| 3. Mathematics | 4. Physical Science |
| 5. Natural Science | 6. Social Studies |

1.2 Describe the admission policy of the institution with regard to foreign students if any.

Since the institution is affiliated to Kannur University, all admissions are done as per the Kannur University rules applicable to aided colleges. The admission is open to foreign students also, however no foreign students have applied for admission so far.

1.3 Furnish the following information (for the previous year)

2004 - 05

Date of start of the academic year	01-06-2004
Date of last admission	30-06-2004
Date of closing of the academic year	31-3-2005
Total teaching days	207 days
Total working days	240 days
Total pre-practice preparation days	60 days
Total practice teaching days	40 days
No. of practice lessons for each student	30

**LIST OF CO-OPERATIVE SCHOOLS TAKEN FOR
PRACTICE TEACHING (2004 – 05)**

Sl. No.	Name of practising school	Distance from the college
1.	Maryland High school, Madampam	Model School
2.	Govt. Higher secondary School, Sreekandapuram	3 km
3.	Govt. Higher Secondary School, Irikkur	7 km
4.	Govt. High school, Nedungome	7 km
5.	Sacred Heart High School, Payyavoor	10 km
6.	St. George High School, Chempanthotty	10 km
7.	KPC Higher Secondary School, Pattannur	12 km
8.	St. Joseph High School, Kunnoth	26 km
9.	Moothedath High School, Taliparamba	22 km
10.	Govt. Higher Secondary School, Thottada	35 km
11.	CHM Higher Secondary School, Varam	30 km
12.	Govt. Girls High School, Payyannur	42 km
13.	Koodali Higher Secondary School, Koodali	25 km
14.	St. Mary's Girls High School, Payyannur	42 km

The schools are selected and allotted to the respective students on the following grounds:

1. Convenience of the students
2. The dedication of the co-operative teachers

3. The co-operation of the management and head of the schools with our college.

1.4 Is there a provision for assessing student's knowledge and skills for the programme (after admission.)?

Yes ☒ No ☐

After the admission we conduct orientation programme and aptitude test. Right from the time of admission, through interview and observation, the students' ability level and aptitude towards the programme is assessed. During the orientation period we provide ample opportunities to attend seminars and talks by experts on educationally significant areas. Their feedback and reflections of these programmes are well studied. As a follow up they are given chances to organize and present such programmes. Along with this optional wise personal interview, self-exposition programme, performance on Talents Day, etc. add to the understanding of student teachers. Subsequently the test papers and assignments also provide relevant information with regard to this criterion.

To make the assessment more scientific and systematic, from this academic year onwards a well-

structured aptitude cum subject competency test prepared by our faculty is administered.

(Test format is attached – Annexure No. 4)

1.4.1 Does the institution provide bridge / remedial courses to the educationally disadvantaged students?

Yes ☒

No ☐

If yes, cite examples

The first two weeks after starting the course is for orienting students towards the B.Ed course. Through orientation programme and aptitude cum subject competency test, students are identified and classified. The tutorial committee designs the nature and extent of remedial programme (individual / group) and a syllabus for the bridge course is prepared. According to the schedule prepared, the programmes are implemented during tutorial as well as in special remedial sessions through peer tutoring and group learning for the educationally disadvantage students.

Various clubs also function to provide special assistance. Mathematics club to improve the mathematical skills, Science club to improve the process skills and scientific attitude, and Literary Club to improve the

communication skills. Apart from these the computer cum language lab is utilized for providing computer literacy and language skills. The faculty makes sufficient innovations in the classroom strategies so as to bring the disadvantaged group to the main stream.

ORIENTATION PERIOD: PROGRAMMES OF THE YEAR 2005 – 2006

Sl. No.	Date	Programme	Resource person
1.	25 – 07 – 05	Talk on “ <i>Teachers of Tomorrow</i> ” (Inaugural Talk)	Fr. George Kappukalayil
2.	26 – 07 – 05	Discussion on “ <i>Teacher – A Dream and Reality</i> ”	Mr. K. Vijayan (Moderator)
3.	26 – 07 – 05 <i>Afternoon</i>	Visit to the Model School	Talk by Mrs Jonafark (Model school H.M.)
4.	01 – 08 – 05 TO 08 – 08 – 05	Self exposition programme (3.15pm – 4.30pm)	
5.	02 – 08 – 05	Seminar on value education and personality development	Dr. Joselet Mathew Nirmalagiri College
6.	03 – 08 – 05	Test on Teaching Aptitude & Subject Competency	
7.	06 – 08 – 05	Class On 'Psychology Of Learners	Prof. C.N. Balakrishnan Nambiar

1.4.2 How are advanced learners challenged to work ahead of the rest?

Advanced learners are provided enrichment programmes like diversified project work, extension lectures by experts, special assignments etc. They are encouraged to convene peer tutoring and ability group discussions.

Talented students are directed to lead seminars, and present papers. They are encouraged to participate in various inter collegiate items, like quiz, elocution, debate etc. During internship special studies are made under their initiatives.

1.5 Does the institution encourage the faculty to prepare course outlines?

Yes

☒

No

☐

If yes, when and how it is done?

When the academic calendar is prepared, all the faculty members participate in designing the course. This includes termly division of syllabus, number of pre-practice preparation days, time and schedule of practice teaching, activities related to hidden curriculum and its schedule etc. Individual members are free to design the academic programme schedule within the general course outline. Fr. P.J George, Dr. Anil R, and Mrs. Rekha K. R, faculty members of the college who were in the Board of Studies and Faculty of Education were actively involved in restructuring the syllabi and schemes of Kannur University. All faculty members were Conveners or Core-Committee

members for various subjects / papers of the Kannur University B.Ed syllabus restructuring scheme.

1.6 Are syllabi unitized according to a teaching schedule through the semester / year?

Yes ☒

No ☐

If yes, give details of implementation in terms of monitoring, mid-course correction etc

Yes, presently we are following the annual system as per the scheme of Kannur University. Every teacher prepares a Year Plan and Terminal Plan to cover the syllabus systematically.

(The schedule of Year Plan is attached, Annexure No - 5)

As part of monitoring and midcourse correction, the terminal plan is again divided into monthly and weekly plan. Every teacher assesses his weekly work and sufficient discussions are done during the meetings of academic monitoring committee. At the end of every month the staff council meets and evaluates the progress of the month's work. On the basis of timely discussions necessary modifications are brought about. Along with that we conduct terminal exams followed by its feedback. With respect to the above, flexible changes are adopted wherever necessary and the syllabus is rescheduled accordingly.

1.7 Do students have flexibility within a programme?Yes ☒No ☐***If yes, give details.***

Since the course structure is prescribed and approved by the University, institution has limitations in providing flexibility with regard to scheme and syllabus of the course. However our faculty members who were members in Board of Studies and Faculty of Education actively participated in the modification and restructuring of the B.Ed. curriculum. Within the tight schedule of a time bound one year professional course this institution provides sufficient flexibility in selecting schools and medium of instruction for practice teaching, in taking membership of different clubs, in deciding enrichment programmes, in choosing topics for criticism classes and units for pedagogic analysis etc. Students' grievances and their feedback are important criteria in providing flexibility within the programme.

Classes and training programmes (computer training, language and communication skills, tutorial sessions) before and after the working hours and during holidays are flexibly scheduled according to students' convenience and demand. Library hours are also rescheduled with accessibility to library during holidays and late hours according to the need

of the students for completion of projects, assignments and during examinations.

- 1.8 *How are the institution mission and goals, if any (other than the general transmission and generation of knowledge), reflected in the teacher education institution?*

OUR VISION

P.K.M. College of Education, Established in 1995, 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 college emblem symbolizes the vision and mission of the institution.

OUR MISSION

Translating this vision into action, we seek to:

1. Develop professional scholarship, academic and research competencies, and communication skills.

2. Inculcate values of moral uprightness, noble character social commitment and dignity of labour
3. Develop an attitude of reconciliation between man and man and man and nature.
4. Evolve a close-knit network with the local people, educational institutions and the college administration through appropriate schemes, so that the student-teachers are ensured of their over all development.

GENERAL OBJECTIVES

The students will strive to acquire

- Professional, academic and research competencies.
- Appropriate methods and communication skills for the effective curriculum transaction
- Creative thinking and innovative participation.
- Emotional stability, strength of character, development of soft skills and positive approach to life and contentment in life.
- Sensibility towards social issues, poverty, corruption, illiteracy communalism, environmental pollution destitution etc.
- Habits of health, self-study and concentration.

SPECIFIC OBJECTIVES

The college nurtures the following specific objectives to be realized within the next five years:

- To be a resource centre which guides the academic path of the neighbouring schools and teachers and those of the corporate management institutions.
- To give formation to prospective teachers who are fully competent and committed to meet the educational needs of northern Malabar.
- To continue the academic excellence among the teacher education centres of Kannur University.
- To be a beacon of hope to which all the educationally marginalized people can turn for interaction and guidance.
- To help the local community to make use of the resources of the institution for the socio-economic and educational development.
- To form research oriented faculty with cent percent doctoral degree
- To develop the institution into a research centre.

1.9 *Is there any mechanism to obtain feedback from the heads of practicing schools, academic peers and employers on the curricular aspects?*

Yes

☒

No

☐

If yes, how is the feedback used in the initiation review and redesigning of the curriculum.

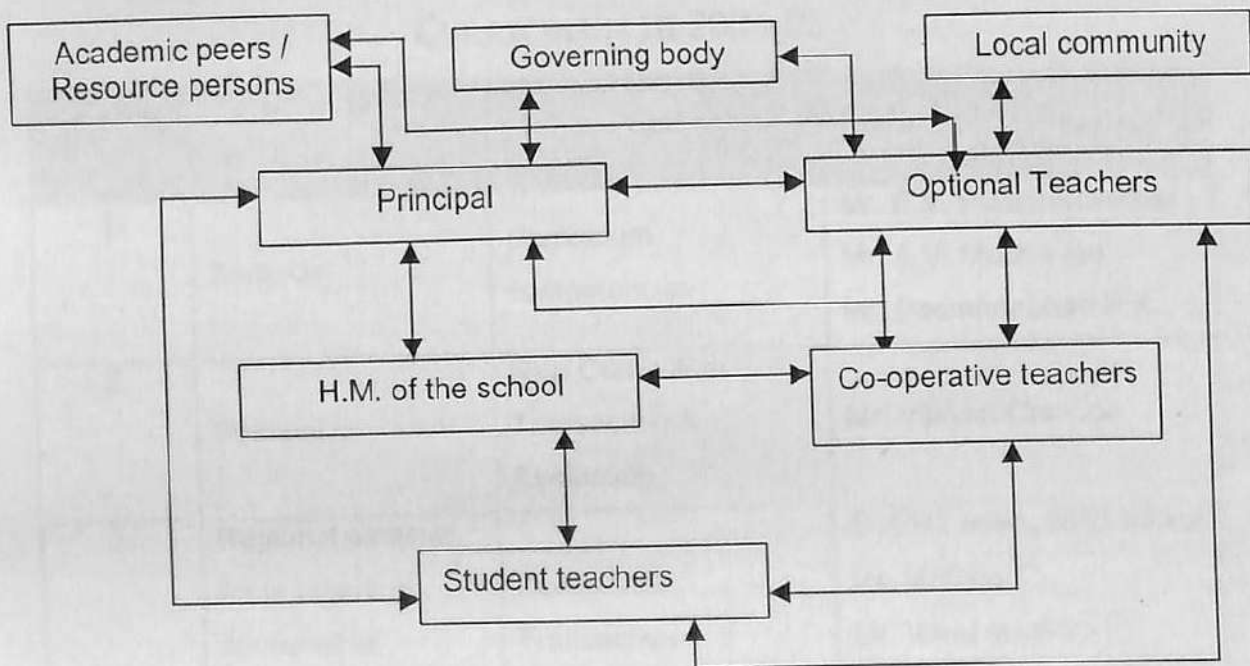
Report regarding the performance of student teachers and the filled in evaluation proforma for each student are sent to the college at the end of internship.

During the visit to schools for observation, faculty members consult the heads of the institution and the co-operative teachers and collect feed back about students and the programmes. We give due importance and weightage to the opinions and suggestions of our colleagues from other institutions, experts and resource persons who come over to our institution and to the parents regarding the conduct of the curricular programmes. The Principal also visits all schools and meets their heads and co-operating teachers and an interactive session is arranged. This ensures an efficient feedback system.

During the periodical evaluation sessions the governing body also contributes their feedback on the programmes. The felt need for the faculty members and the feedback provided by the students motivated us to organize a national seminar on revamping B.Ed. course. Proposals of the seminar were presented in the Board of Studies of Kannur University by the Board members of our college and it helped the initiation on the part of the University to take up the B.Ed. Syllabus revision. Based on the feedback necessary changes were done during the course.

Last two years an orientation programme for the teachers of co-operative schools were conducted for the smooth co-ordination of the practice teaching programme. When the school curriculum is reviewed with SSA programme we also made necessary changes in our course with regard to the writing of lesson plans and methods of teaching (Process approach). For re-orientation, the faculty members participated in a workshop on "New Curricular Approach" organized by Kannur University at Kannur and the seminar organized by CTE at Thiruvalla. We have also invited resource persons from SSA project and DIET to orient the students to the new approach.

EVALUATION AND FEEDBACK MECHANISM



CRITERION - I

PROGRAMMES CONDUCTED ON NEW APPROACH IN SCHOOL**CURRICULUM IN 2004-05**

Sl No.	Seminar / Workshop	Title	Resource Person
1.	Seminar	Curriculum competencies	Mr. P.V. Purushothaman Mr. A.V. Madhavan, Mr. Padmanabhan P.K.
2.	Seminar	New Curriculum Transaction & Evaluation	Mr. Vijayan Chalode
3.	Regional seminar for teachers of cooperative schools	Curriculum Transaction	SCERT team, BRC Irikkur, Mr. Mathew C., Mr. Venu master, Mr. Vinod Kumar
4.	Seminar	Evaluation and grading system	Mr. Rajagopalan K
5.	Lecture	Theory of Multiple Intelligence	Mr. Johnson Joseph
6.	Seminar	Psychological Approach to New Curriculum Transaction	Prof. C.N. Balakrishnan Nambiar
7.	Seminar	Evaluation	Mr. O.M. Sankaran

1.9.1 When was the last review / redesign of the curriculum carried out? Give details.

The curriculum design / review is being done by the University. Last review was in 1997 – 98 and in 2004 – 05 Environmental Education has been included in the course. At present the B.Ed curriculum in Kannur University is restructured. The proposal, participation and deliberations of all faculty members were active in this process.

1.10 How long does it take for the institution to introduce a new programme within the existing system?

Institution has submitted proposals for starting new programmes like B.Ed. commerce and M.Ed. before the University, NCTE and government. If permitted the institution is ready to start the course within one year.

1.11 Has the institution introduced any new courses in teacher education during the last three years?

Yes ☐

No ☒

If yes give details

1.12 Furnish details on the following aspects of curriculum design.

- i. ***Inter disciplinary/multi disciplinary***
- ii. ***Inclusive education***
- iii. ***Practice teaching***
- iv. ***School experience/internship***
- v. ***Community work***
- vi. ***Work experience/SUPW***

(i) INTER DISCIPLINARY /MULTI DISCIPLINARY

During the transaction of B.Ed. curriculum teachers and students follow inter disciplinary and multidisciplinary approach by incorporating other relevant subjects in the teaching learning process. While selecting topics for seminars, extension lectures and debates due weightage is given for this aspect. Student teachers are provided opportunity to observe demonstration classes in other subjects during pre-practice days and during internship they are directed to observe classes on other subjects as far as possible. Club activities and memberships in various clubs also provide opportunity in this regard. Areas like environmental education, health education and ICT provide ample opportunity to develop and practice multidisciplinary methodology.

(ii) **INCLUSIVE EDUCATION**

There is provision for inclusive education; we provide admission to all categories of students including blind, physically challenged, etc. We do give special care and concern for the education of differently- able student teachers through tutorial system and individualized instruction. During internship they are allotted practicing schools, which are more convenient to them.

(iii) **PRACTICE TEACHING**

Sixty days of intensive pre-practice preparation which includes a minimum of 8 discussion lessons, 5 demonstration lessons and 15 criticism lessons and sufficient understanding (acquisition of skills) in microteaching are the pre-requisite for students who are going for practice teaching. Every student has to spend 7 weeks in their internship and take a total of 30 lessons in their respective subject i.e. 15 lesson in the 8th and 15 in the 9th Standards, one class each day. In addition to this, each student teacher has to take 3 Physical Education lessons. Every student teacher has a co-operative teacher in their concerned subject and he is supposed to observe all the classes and evaluates the class using the evaluation proforma given. There is pre-lesson and post lesson

discussion with the co-operative teacher and he/she gives necessary remarks, suggestions and feedback.

The total period of practice teaching is divided into 3 phases i.e. the first 10 lessons are to be completed in the first phase, the second 10 in the second phase and the remaining 10 in the third phase. The optional teacher visits and observes the classes of every student at least 3 times i.e. one on each phase. He observes the class throughout the period (45 minutes). Soon after the class he makes a detailed discussion with the students and gives necessary feed back to improve the class. He also consults with the co-operative teacher. The Principal, Physical Education Lecturer and the General Education Lecturer also make periodical visits to supervise them. Students are expected to follow and practice the right methods, techniques and strategies in tune with the prescribed activity oriented approach using appropriate learning aids. At the end of 15 lessons each student is expected to administer a unit test in each standard according to a test design and blueprint. After unit test the student teacher makes assessment, diagnoses the difficulties and give remedial teaching. For this every student prepares a diagnostic chart and 2 or 3 remedial lesson plans.

(iv) SCHOOL EXPERIENCE / INTERNSHIP

In the very beginning of the B.Ed. programme one day is set apart for model school visit to expose themselves to the general school system. Through the interaction with various aspects of the school they get valuable experience, which add to their further progress as teachers.

The prime objective of practice teaching period is to get the actual school experience for the student teachers. In order to attain this objective in its full extent seven weeks are allotted for internship. Usually, the internship is scheduled in the second term in which much of the co-curricular competitions, like youth festivals and sports meets etc. are held in schools. Our student teachers have to reach the school at least 15 minutes before the school time and remain there till evening. They have to sign a separate register both forenoon and afternoon and the head master verifies their attendance every day. During their visit to school, optional teachers and principal also verify this register. The student teachers participate in all the activities of the school like morning assembly, prayer, engaging free periods, and in the co-curricular competitions as official or judge, conducts programmes like quiz, seminar etc. so that they may get the actual school experience.

They have also rendered their service to their co-operative schools by organizing useful work like arranging laboratory, library, campus cleaning, free tuition, social survey, action research, case study, project etc. After the successful completion of internship the headmaster gives a report about their performance in the school along with their attendance and duly filled in evaluation proforma.

(v) COMMUNITY WORK

The institution associates with the local community as far as possible, render possible help and also to share the benefits. The committee on research consultancy and extension services also provide valuable contribution in this regard. While preparing the academic calendar many useful programmes relating the institution to community are incorporated in the schedule like socio-economic survey, free tuition for the needy students of the neighbouring schools, cleaning of public places like bus stand, hospitals; visiting old age homes, destitute homes, central prison, etc. Usually, our student teachers spend a full day along with them by washing their soiled clothes, cleans and doing necessary help and manual labour, which enable them to develop a positive attitude to labour, social and human values. A three day community living camp in collaboration with an NGO, Payyavoor Community Development Project

(PCDP), organized at a rural, tribal settlement, where several community oriented programmes like socio-economic and educational survey, religious harmony meeting, awareness classes, repair of roads, etc were done in August 2005. The report of the survey was submitted to the local body for follow up activities. A medical camp was organized for the local community at Madampam in association with Indian Medical Association. A class on bio farming was organized in collaboration with Malabar Social Service Society (MASS) in 3rd November 2005. Our health center provides free medical service for testing blood pressure, blood sugar, health indices, etc to the students and the local community.

(vi) WORK EXPERIENCE / SUPW

SUPW is a part of the curriculum and weekly periods are allotted for this. Usually we select 4 or 5 activities relevant to the programme like bookbinding, free tuition for needy students, soap/candle making, interior decoration, cooking, campus cleaning and beautification. Every student has to select at least 3 items and maintain a record for evaluation for which 25 marks are set apart in the practicum. Through SUPW programmes we intend to develop values of plain life, dignity of labour and proper utilisation of indigenous resources.

(Annexure – 6)

1.13 How does the institution ensure that it achieves its specific goals and objectives?

The specific goals and objectives are defined in terms of the vision and mission of the institution. Programmes and activities within the time frame are chalked out with regard to different realms of development to make the student teachers realize these objectives. Feedback is collected from various sources so as to ensure the realization of the specific objectives. The various sources of feedback are :

1. Self appraisal by teachers
2. Students evaluation profile
3. Feed back from the head of the institution of co-operating schools, teachers, students, staff council, Alumni, PTA, College Governing Body etc.

Under the guidance of College Governing Body several committees like Animation Committee, Academic Monitoring Committee, PTA Advisory Committee, Alumni Advisory Committee, Library Advisory Committee, etc function to ensure the realization of the specific goals and objectives of the institution.

To what extent the vision and mission is translated is evaluated from the feedback from various sources, which are thoroughly and critically analysed and discussed as a special agenda in the termly meetings of the governing body and staff council.

1.14 Any other highlights under the criterion-Curricular Design and Planning.

1. During the time of interview, Principal and Manager together give an over all picture of the College to the student teachers. The discussions during the interview help the governing body and the institution to plan the academic programme effectively with necessary flexibility.
2. Inaugural function of the academic year is specially arranged with reading from Holy Scriptures of all three important religions and a brief message by one of the educationist so that the student teachers are initiated into their missions on the first day itself.
3. Educationally important and socially relevant news are read out during the daily assembly.

4. Thought for the day programme – All the students get opportunity to share their thoughts, which enable them to face the audience without stage fright.
5. All days of importance are commemorated, in order to inculcate values of national integration, secularism, sacrifice, commitment and adventure in the students.
6. A Student Evaluation Profile (SEP) is prepared and made use for the continuous and systematic assessment of the student (Copy in Annexure 7).
7. More than 200 working days are to our credit every year.
8. Academic monitoring committee assesses and suggest measures for the efficacious academic programmes.
9. Apart from the curricular syllabi, the institution provide opportunities for student teachers to develop competency in computer applications, communication skills and ICT in education, which are flexibly incorporated to the time table.
10. Self-renewal programmes for students help them to develop into all-round and mature personalities.

Criterion – II

Curriculum Transaction and Evaluation

CURRICULUM TRANSACTION AND EVALUATION

This criterion deals with the effort of the institution in providing appropriate teaching learning experiences through curriculum transaction to student teachers. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of evaluation methodology of the institution. Besides, this the criterion deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future.

CRITERION - II

The details of curriculum transaction sought are:

- Pedagogic aspects
- Professional development of faculty
- Seminars, Conferences, Workshops etc.
- Faculty appraisal
- Focus on specific aspects: School Experience Programme, inclusive education, co-curricular activities, ICT, value education, civic responsibilities, personality development, community orientation, environment education etc.
- Evaluation scheme:
 - a) Theory – assignments, seminars and project work.

- b) Practice teaching.
- c) Practical work, Curricular activities, work experience, SUPW
- d) Other Teaching-learning innovations

2.1 Does the institution develop its academic calendar?

Yes ☒

No ☐

If yes, enclose its copy of current session

Enclosed the copy of current session as document (2005 – 2006)

2.2 How does the institution promote interactive teaching learning?

Institution promotes interactive teaching learning by using various methods like discussion, brainstorming, co-operative learning, projects, enquiry etc., which ensure the free and active involvement of student teachers in the learning process. Student teachers are provided opportunities to organize, lead and participate in seminar, discussions and debates. Activity oriented process approach is promoted in the teaching learning process.

2.3 To what extent does the institution prepare and use audio- visual materials and other teaching aids? Give details?

Teacher educators use power point slides, charts, improvised aids, transparencies, audiocassettes etc. and make use of educational CDs and videocassettes on different pedagogical aspects in their classes. Students are given special classes on the preparation of improvised aids and they are encouraged to prepare various teaching aids like charts, models (both still and working), slides, transparencies, stencils, different albums etc. They use those relevant aids during their seminar sessions and throughout internship. Institution prepares and provides teaching aids for a few neighbouring schools. Usually, an exhibition of teaching aids is conducted just after the practical examination for the students of nearby schools and the local community.

2.4 How does the institution provide for the following teaching-learning experiences?

(i) Transaction of theory courses including methodology courses

For the effective transaction of core papers, the whole 100 students (6 optional) are divided into two, comprising three options each. Transaction of core papers includes 150 instructional hours with varied teaching learning experiences in the form of discussions, lectures, lecture cum demonstration, seminars, debates, brain storming etc. Assignments, projects and special classes on the preparation of improvised aids and practical work result in effective transactional strategies.

Apart from the above, for optional subjects, ability grouping is done and group wise assignments; activities, seminars, discussions, experiments, projects etc. are given under the supervision of teachers. In order to enrich the subject competence, the related content areas are split up into smaller units and are assigned to different individuals and groups. A combination of the above-mentioned strategies ensure active participation and very effective transaction of theory including methodology courses.

(ii) Preparation for practice teaching

a) Pedagogic-content analysis

Soon after the bridge course and completion of the introductory part of each methodology course (aims and objectives of teaching) pedagogical analysis is done. It is done on a detailed frame work with due consideration to all the aspects like content analysis, stating instructional / curricular objectives, essential and desirable pre-requisites, maximum possible inputs for effective teaching and learning, suitable introduction, appropriate learning activities and strategies, probable misconcepts, evaluation tools and techniques, follow up activities etc.

b) Lesson Planning

Pedagogic analysis serves as the foundation for lesson planning. A minimum of eight discussion lessons in each optional subject with varied methods and approaches provide adequate background knowledge and skill for every student to prepare lesson plans in different formats and thus to plan and organize teaching learning processes in a systematic way.

c) Developing core teaching skills through micro teaching and simulated teaching.

Until the recent curriculum revision, microteaching practicals were not included in the Kannur University B.Ed. syllabus. However each student teacher used to get sufficient knowledge and exposure to microteaching through the demonstration of microteaching skills by optional teachers.

Theory and demonstration classes on core teaching skills are provided in the general class. Opportunities are provided in the optional classes to develop core-teaching skills through microteaching and simulated teaching. Every student teacher is expected to prepare lesson plans and practice at least three skills. Observation and immediate feedback provided by the supervisor and the peer groups make the programme systematic.

d) Practice of Models of teaching

Provision for practice of models of teaching is limited, but sufficient background knowledge is provided in the theory classes to orient them in the

preparation of lesson plan on different models of teaching. Presently preparation and practice of models of teaching is included in the practical work of each optional subject.

e) **Observation of demonstration lessons**

Observation and recording of at least five demonstration classes are essential in the pre-practice preparation period. Usually, 5 - 8 demonstration classes are conducted in each optional subject by experienced and resourceful teachers from various institutions including the alumni members and they take classes on different topics, in varied methods and approaches.

All the student teachers take at least one criticism class of their choice in high school classes using different skills (simulation). The optional teacher and the peers observe, make notes based on a proforma given. It is followed by constructive criticism by them, which provides effective feedback. Thus when the criticism classes are over the whole group gets a clear picture of '*effective class room teaching*' using various skills.

(iii) Practice Teaching in schools

a) **Class room teaching**

Every student teacher has to take a minimum of 30 lessons, 15 in Std. VIII and 15 in Std. IX, one on each day. All are expected to submit the lesson plans before taking the class. There is pre-lesson and post lesson discussion with the co-operative teacher, to provide necessary suggestions and feedback. They have to practice different activities; methods, techniques, approaches, evaluation techniques and use various teaching aids especially improvised aids in their classes. The co-operative teacher observes these classes. A school experience diary is given to each student teacher and he/she has to translate his/her gut level feeling during the teaching into words, besides the non time events.

b) **Observation of peer teaching**

During the free periods student teachers observe their peers teaching, not only their own subjects but also other subjects so that they may get a multi-disciplinary perspective in the curriculum transaction. They make notes and provide feedback, which will help the student teachers to fructify their methods and to build up confidence. Peer feedback is done on the

basis of prescribed criteria and they have to keep a record for the same (a minimum of five observations).

c) Supervision and evaluation of practice teaching

Supervision by both the co-operating and the optional teachers makes practice teaching objective and systematic. Co-operating teacher observes every class based on the criteria given and provides feedback. The total period of practice teaching is divided into 3 phases and the optional teacher observes a minimum of 3 classes one on each phase. He/She observes, records their performance throughout the class and provides pin pointed evaluation and feedback. If the teacher is not satisfied with their performance, he/she makes more visits until he/she is satisfied. All student teachers are expected to maintain a diary to record their daily work, activities, self-evaluation and progress in the school. Optional teachers record their remarks in the diary during their visits. All the student teachers have to handle three Physical Education classes and the concerned faculty does supervision and evaluation. Principal and general education lecturer also observe the classes of all student teachers.

In order to evaluate the performance of each student teacher three-evaluation proforma are given to the respective cooperative teachers. **(Annexure 8)** Using this he/she evaluates them in three phases. These evaluation sheets are sent to the college confidentially, which is handed over to the respective optional teachers. In the final evaluation the observation and assessment by the optional teachers and the co-operative teachers are taken into consideration. Another evaluation proforma **(Annexure 9)** is given to the Head Masters for a standardised feed back about the over all performance of each student teacher during their internship.

d) Interaction with the school community

Interaction with the school community is ensured through the Principal's visits to the co-operative schools, interaction of the optional teachers with the co-operative teachers, involvement of student teachers in curricular and co-curricular activities like youth festival, sports, campus cleaning, social forestry, lab and library improvement, conducting quiz programme, etc. in their respective schools. We promote involvement of school teachers in college programmes

as quiz masters, judges for various competitions etc. There is pre-internship orientation programme for student teachers and school teachers as a preparation for the smooth conduct of practice teaching.

Different clubs of the college undertake varied activities incorporating the students of co-operative schools. In order to foster the creative potentials of the school pupils, they are encouraged to prepare class magazines, albums etc. during practice teaching. Selected articles of pupils are included in the manuscript magazines prepared by our students in the college after internship.

2.5 Does the institution monitor the overall performance of students to ensure the achievements of the course objective?

Yes ☒ No ☐

If yes, give details

Having a definite and clear-cut definition of the specific curricular / course objectives, the programmes for the year are designed and activities for each term are planned. The various activities catering to the

overall attainment of curricular objectives are represented diagrammatically as follows.

Sl. No	Programmes / Activities	Course objectives / Overall performance								
		Cognitive	Emotional	Social & Cultural	Physical	Aesthetic	Moral & Spiritual	Organizational (Leadership)	Linguistic & Communication	Skills (including Teaching skills)
1	Teaching learning activities like lectures, discussions, special talks, demonstration, brainstorming, projects, co-operative learning, seminars, assignments, micro teaching and practice teaching etc.	✓	✓	✓		✓	✓	✓	✓	✓
2	Activities of College Union	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Various Club Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Value Oriented Programmes	✓	✓	✓			✓			
5	Arts and Cultural activities		✓	✓		✓		✓	✓	✓
6	Sports & Games activities		✓	✓	✓			✓		✓
7	Health Education Programmes	✓	✓	✓	✓					✓
8	SUPW Activities		✓	✓	✓	✓		✓		✓
9	Community Oriented Programmes		✓	✓	✓		✓	✓		✓
10	Awareness Programmes	✓	✓	✓			✓			

Being a college of teacher education, a continuous and comprehensive evaluation package is used to assess the performance of all student teachers. During practice teaching student teachers' performance is thoroughly and systematically observed. The theoretical knowledge is assessed through terminal and class tests and various assignments. Seminars, debates, club activities are also conducted to evaluate their academic performance. Participation and performance in the arts and sports activities are monitored and recorded. All the activities associated with community and their interpersonal relationship, commitment to various activities, the value system they possess all are being evaluated through out the course. As a part of ensuring this, one of the students is selected as ***"the student of the year"*** taking into consideration his/her overall performance in all kinds of activities. The alumni association gives cash award and certificate of honour for the meritorious student.

2.6 Mention the seminars / conference / workshops etc., which teachers have attended as participants / resource person in the last three years:

NUMBER OF SEMINARS / WORKSHOPS ATTENDED BY THE FACULTY MEMBERS FOR THE LAST 3 YEARS.

Sl. No	Name of Faculty Members	Workshop /Seminar/ Conference				Resource Person/ Participation		Total
		Regional	State	National	International	Resource Person	Participation	
1	P.J. George	4	2	2		-	8	8
2	Stephen T A	6	6	7	1		20	20
3	Dr. Babu K.	4	5	8	4	2	19	21
4	Dr. Anil R.	2	4	8	3	2	15	17
5	Maya J. Pillai	3		3			6	6
6	Rekha K.R.	3		8			11	11
7	Jessy N.C.	4	3	4			11	11
8	Veena Appukuttan	3	2	1			6	6
9	Vijayan K.	3	3	2			8	8

Details for each individual teacher in Annexure No. – 10.

Give details of financial support provided for attending seminars, conference / workshops etc.

College provides traveling allowances or registration fee whichever is less as financial support to teachers to participate in seminars/conferences/workshops etc. under the following conditions:

- (i) The teacher should have a paper accepted for presentation in the seminar/conference
- (ii) The teacher should not have obtained financial support from other sources.
- (iii) Priority for financial assistance will be given to teachers whose self appraisal warrants participation in seminars/conferences.
- (iv) The financial allotment will be according to the reserve fund available for research and extension activities in the college.

As per the above criteria, two teachers were provided traveling allowances, and one was provided registration fees for attending seminars/conferences during the academic year 2004-05.