YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution **P.K.M. COLLEGE OF EDUCATION, MADAMPAM**

- Name of the Head of the institution **DR JESSY N C**

- Designation **PRINCIPAL**

- Does the institution function from its own campus? **Yes**

- Alternate phone No. **04602230929**

- Mobile No: **7909230929**

- Registered e-mail ID (Principal) **pkmcedn@yahoo.co.in**

- Alternate Email ID **pkmcollege95@gmail.com**

- Address **KAITHAPRAM PO**

- City/Town **SREEKANDAPURAM**

- State/UT **KERALA**

- Pin Code **670631**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution **Co-education**

- Location **Urban**

- Financial Status **Grants-in aid**

- Name of the Affiliating University **KANNUR UNIVERSITY**

- Name of the IQAC Co-ordinator/Director **DR VEENA APPUKUTTAN**

- Phone No. **9496192478**

- Alternate phone No.(IQAC) **7909230929**

- Mobile (IQAC) **7909230929**

- IQAC e-mail address **pkmiqac20@gmail.com**

- Alternate e-mail address (IQAC) **iqacpkm2020@gmail.com**

3.Website address https://pkmcollege.org/

- Web-link of the AQAR: (Previous Academic Year)
https://pkmcollege.org/wp-content/uploads/2024/01/AQAR-2022-23.pdf#toolbar=0

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:
https://pkmcollege.org/wp-content/uploads/2024/01/Academic_Calendar_2023_24.pdf#toolbar=0

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.75**	**2006**	**21/05/2006**	**20/05/2011**
Cycle 2	**A**	**3.11**	**2016**	**11/07/2016**	**10/07/2021**

6.Date of Establishment of IQAC **20/07/2006**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
PKM College of Education	Urjakiran	Kerala Directorate of Environment and Climate Change	09/01/2024	10000
Jomol Jose	Bhoomithrasena	Kerala Directorate of Environment and Climate Change	02/11/2023	10000
PKM College of Education	RUSA	Central Ministry of Human Resource Development and Govt. of Kerala	Nil	2500000

8.Whether composition of IQAC as per latest NAAC guidelines   Yes

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   6

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Yes

- (Please upload, minutes of meetings and action taken report)   View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Conducted Student Induction Programme on Next Generation Teacher in the Context of Artificial Intelligence

Conducted Faculty Orientation Programmes on LMS and other skill development

Well organised pre internship and internship programme

Submitted SSR for third cycle Accreditation

Organised Value Added course on Yoga, Research & ICT

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Student Induction Programmes	Conducted Student Induction Programme on NEXT Generation Teacher in the Context of Artificial Intelligence
Teacher Orientation Programmes	Conducted Teacher Orientation Programme on Reflecting course outcomes in the context of AI
Value added/add on courses	Conducted value added courses on Value Added Course on ICT in the context of AI, Value Added Course on Yoga and Mental Health and Value Added Course on Basics of Educational Research
NSS Unit	Inaugurated NSS Unit
URJA KIRAN, Energy Conservation Awareness Campaign	Conducted URJA KIRAN, Energy Conservation Awareness Campaign
Quality Assurance system	Submitted Self Study Report and Apllied for PM-USHA (RUSA 3.0)
Promoting Best Practices	Intorduced two best pratices ChatTEA: Chat with Teachers, Expert and Activists, Human Library_Sharing Experiences Care our Beloved : Home and Palliative Care

13. Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff council	12/09/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	**P.K.M. COLLEGE OF EDUCATION, MADAMPAM**
• Name of the Head of the institution	**DR JESSY N C**
• Designation	**PRINCIPAL**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**04602230929**
• Mobile No:	**7909230929**
• Registered e-mail ID (Principal)	**pkmcedn@yahoo.co.in**
• Alternate Email ID	**pkmcollege95@gmail.com**
• Address	**KAITHAPRAM PO**
• City/Town	**SREEKANDAPURAM**
• State/UT	**KERALA**
• Pin Code	**670631**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**KANNUR UNIVERSITY**

• Name of the IQAC Co-ordinator/Director	**DR VEENA APPUKUTTAN**
• Phone No.	**9496192478**
• Alternate phone No.(IQAC)	**7909230929**
• Mobile (IQAC)	**7909230929**
• IQAC e-mail address	**pkmiqac20@gmail.com**
• Alternate e-mail address (IQAC)	**iqacpkm2020@gmail.com**
3.Website address	https://pkmcollege.org/
• Web-link of the AQAR: (Previous Academic Year)	https://pkmcollege.org/wp-content/uploads/2024/01/AQAR-2022-23.pdf#toolbar=0
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://pkmcollege.org/wp-content/uploads/2024/01/Academic_Calendar_2023_24.pdf#toolbar=0

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.75**	**2006**	**21/05/2006**	**20/05/2011**
Cycle 2	**A**	**3.11**	**2016**	**11/07/2016**	**10/07/2021**

6.Date of Establishment of IQAC	**20/07/2006**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
PKM College of Education	Urjakiran	Kerala Directorate of Environment and Climate Change	09/01/2024	10000
Jomol Jose	Bhoomithrasena	Kerala Directorate of Environment and Climate Change	02/11/2023	10000
PKM College of Education	RUSA	Central Ministry of Human Resource Development and Govt. of Kerala	Nil	2500000

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	[View File](#)	
9.No. of IQAC meetings held during the year	6	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	
10.Whether IQAC received funding from any of the funding agency to support its	No	

activities during the year?	
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)
Conducted Student Induction Programme on Next Generation Teacher in the Context of Artificial Intelligence
Conducted Faculty Orientation Programmes on LMS and other skill development
Well organised pre internship and internship programme
Submitted SSR for third cycle Accreditation
Organised Value Added course on Yoga, Research & ICT

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Student Induction Programmes	Conducted Student Induction Programme on NEXT Generation Teacher in the Context of Artificial Intelligence
Teacher Orientation Programmes	Conducted Teacher Orientation Programme on Reflecting course outcomes in the context of AI
Value added/add on courses	Conducted value added courses on Value Added Course on ICT in the context of AI, Value Added Course on Yoga and Mental Health and Value Added Course on Basics of Educational Research
NSS Unit	Inaugurated NSS Unit
URJA KIRAN, Energy Conservation Awareness Campaign	Conducted URJA KIRAN, Energy Conservation Awareness Campaign
Quality Assurance system	Submitted Self Study Report and Apllied for PM-USHA (RUSA 3.0)
Promoting Best Practices	Introduced two best pratices ChatTEA: Chat with Teachers, Expert and Activists, Human Library_Sharing Experiences Care our Beloved : Home and Palliative Care

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff council	12/09/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	28/02/2024

15.Multidisciplinary / interdisciplinary

The institution aims to develop the all-round abilities of the students through its various programmes and activities. So it is preparing to include multidisciplinary and interdisciplinary subjects to develop the intellectual, social, emotional, moral and aesthetic skills and abilities of the learner. In order to develop these skills the college is organizing value-added coursses in three distinct aresas - Research, Yoga and ICT. The clubs functioning in the college like Debate club, Folklore club, Math lovers club, Literary club, Electoral literacy club etc organise many programmes in this regard. Peace Forum and Bhoomithrasena organize many programmes to achieve this objective. The outreach and extension activities of the college also follows multi disciplinary and inter disciplinary aooroaches in it's activities.All these activities ensure specific knowledge, skills attitude and values that are to be acquired by the learner.

16.Academic bank of credits (ABC):

About this academic bank of credits, a new initiative of NEP has not yet been introduced by the Kannur University in Teacher Education colleges, to which the college is affiliated So the college has to wait for permission from the university to implement this. At the same time, the pedagogical strategies followed by the institutions are experiential, constructivist, inquiry-based co-operative – collaborative, reflective etc. which continuously and comprehensively evaluate students' learning outcomes.We ensures flexibility in choosing value added courses and elective courses.

17.Skill development:

The vision and mission of the college are promoting excellence and committed service and holistic development of prospective teachers for a just and human society. For promoting value-based quality education college organizes the programmes like Day observances, National / International Seminars and conferences, workshops, Club activities,Institutional Outreach and Extension activities,Technical skill development programmes, peace education classes, Peace Forum activities, NSS programmes, soft skills and life skill education classes etc. PKM sports academy, and the initiatives like Share your Spare, Care our Earth, Laptop

for All and the master project Next Generation Teacher @ PKM enables the students to explore their pathways in their future life.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The preservation and transmission of our culture and tradition is one of the objectives of the Indian education system. Our curriculum also consider it with high priority. In this regard, appropriate integration of the Indian language is very important. In our college, we are offering B.Ed courses in our regional language ie Malayalam. The folklore club of our college is also organizing many programmes in regional languages. In order to develop Indian language skills language workshops, art and drama workshops, training programmes etc are organised in the regional languages. The Literary club of our college also organising many programmes to know and learn literary works and different cultures of our nation. Every year we are celebrating mother language day and organized many programmes in connection with that. For college-level and universitylevel evaluation, bilingual answering is our usual practice.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The objective Outcome Based Education focused on by NEP is a normal practice of teacher education scenario. It incorporeities the theory and principles of education and the structure of educational and institutional practices. Our B.Ed programme focused the outcome based education in all its activities and programmes. We have implemented outcome-based education with clearly stated CLOs, PSOs and COs. All activities are designed and planned with outcome-based cognitive abilities, attitudes, skills, values, knowledge etc. so that the student can contribute to the economic, political, social and environmental well-being of the nation. All the programmes and activities of the college satisfy the spirit of Outcome Based Education.

20.Distance education/online education:

After the covid pandemic,for many areas and different courses online classes are conducted very effectively by the college. Both the faculty and students experienced different software for online classes. Routine activities of the college like Day observances, celebrations, conferences, seminars, and workshops are switched over to online mode. The competitions, examinations, student council elections, meetings etc are conducted on the online platform. LMS Software is the common learning platform for

all academic and other administrative activities of the college Keeping in mind the convenience of the students. The faculties used various technological tools like Google Classroom, Zoom, Google Meet etc. College used online tools for assessment and evaluation and also for all student related programme evaluations.The aptitude tests , subject competency tests and other entry level tests are also conducted online.

Extended Profile

1.Student

2.1	**99**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**50**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**15**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**49**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**47**

File Description	Documents
Data Template	View File

2.6	50
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	1645830
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	67
Total number of computers on campus for academic purposes	

3.Teacher

5.1	9
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	9
Number of sanctioned posts for the year:	

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution is following an efficient system for adapting curriculum to the local environment and following measures for planning and reviewing curriculum. Every year academic planning is done before the start of the academic year. The academic plan , calendar and all extension activities are discussed in the in house curriculum planning meeting. Preparation of the time-table and academic calendar is done as per NCTE norms. Planning for the year is done through annual plan, departmental plan along with curricular plan, mid-course correction plan etc. along with the curricular activities for realizing local and global objectives are included. For all core subject and optional subjects, faculty members are encouraged to develop measures to improve quality of instruction. The curriculum of all programmes have been designed to provide holistic education and optimum development of the learner. The college is trying its level best to provide maximum quality input to the students by conducting diverse programmes in all departments. These activities were on variety of topics dealing with Different Aspects of Teaching and Innovative Technology. Training &skill development programmes, LMS and ILMS in curriculum transaction and value-added courses on Research, Yoga, ICT are some of them

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://pkmcollege.org/wp-content/uploads/2024/02/Course_Outcome.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

26

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	**Nil**

1.2.2 - Number of value-added courses offered during the year

3

1.2.2.1 - Number of value-added courses offered during the year

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

50

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

50

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

With the intention of the all-around development of prospective teachers the institution is organizing various programmes. Teachers need a variety of skills ,knowledge and training to become proficient in their careers. They need interpersonal skills, such as patience and the ability to remain calm in stressful situations etc Collaborative skills enable them to work productively with their colleagues. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Equally clear, we need expertise, we need content. And, as a pedagogue, ethics, human development and development and social life. The basic skills include communicating with others, having confidence, having excellent organisational skills, and working effectively in groups. Be able to deal with conflict, Motivate students to do their best, manage Emotional intelligence, communicate effectively, empathize with others, overcome challenges and conflict. The institution is organising programmes like national and international seminars, case studies and book reviews , problem based learning strategies, simulated sessions ,educational projects, internship and collaborative activities etc.

File Description	Documents
List of activities conducted in support of each of the above	[View File](#)
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Curriculum diversity makes difference in school system and it reflects in the functioning of the different educational institutions. In a community diversity can be seen in different factors like race, ethnicity, gender, sexual orientation, socio economic status, ability, age, religious beliefs etc. Students are familiarized with the diversity in the Indian school system by exploring the development of schools across historical and socio-political contexts. They study the structure and functioning of various educational boards, such as CBSE, ICSE, and state boards, focusing on their curriculum frameworks, policies, and administrative roles. Students are taught the functional differences among these boards, including variations in governance, medium of instruction, and academic approaches .Assessment systems are a key area of study, highlighting differences in evaluation methods, grading patterns, and the impact of assessments on learning outcomes. Norms and standards, such as those prescribed by the Right to Education (RTE) Act and the National Curriculum Framework (NCF), are discussed, including state-specific adaptations and implementations. State-wise variations in educational access, quality, and governance are examined to understand regional disparities. Through an international and comparative perspective, students analyze educational models from different countries, drawing parallels and contrasts with the Indian system to develop a broader understanding of global education. Inclusive education in practicing in all aspects.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution follows a curriculum which provides a lot of differential experiences to the students based on Sustainable Development Goals. In order to achieve Vision, Mission and objectives students are given professional training to develop all their potential skills. All the skill development activities are arranged in this regard. At the beginning of the B.Ed programme an orientation cum bridge courses and student induction programmes were arranged. It is a one week programme covering, every aspects of teachers professional life. Personality development classes, communication skills development classes, workshops, for developing professional like Act and Drama skills, Literacy skills, ICT skills, Understanding the Self etc are arranged. In the subject enrichment programmes, experts talks, skill training programmes organisational activities are arranged. A number of national and international seminars and online discussions are conducted for professional development, microteaching practices, criticism classes and other pedagogic endeavours for creating resourcefulness among the faculty and students . Conferences and webinars are arranged and promote students to present papers and articles in national and international seminars and journals.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining	**All of the above**

structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

15

2.1.2.1 - Number of students enrolled from the reserved categories during the year

15

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

1

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

In the aptitude test, we are preparing the questions which covers their aptitude in various fields – social, emotional, mental etc. questions like resourcing ability, presence of mind, and situational problems. A number of programmes are conducted as a part of Bridge courses for one week. In this, we are preparing them for facing situational problems in life, showing presentations which increase their self-confidence, prepare them to avoid crowd fear, stage fear, etc and capable to speak very effectively, and confidentially in a group of people provides various soft-skill training life – skills and teaching skills etc. provide social, moral, co-operative and collaborative learning through this and make each student efficient for this professional programme. In the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme, we are conducting entry level. Aptitude tests, subject competency tests (Pre-test and post-test) and a multiple entry level skill test and their skills are assessed properly. We are having mentoring system it's functioning also based on the above assessment and the mentors are providing support to the mentees . In the entry-level aptitude test, we are measuring the aptitude of each student and prepare them for profession during the course time.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

11:1

2.2.4.1 - Number of mentors in the Institution

9

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

College is ensuring multiple mode aopproach such as experiential learning, participatory learning, and problem-solving methods in the teaching-learning process. The following learning activities are being regularly organized by the college to make learning more student-oriented.

Experiential learning

Our college is giving all students the opportunities to develop their teaching skills and presenting and to develop an insight of

learning in them. All the activities of the college help them to attain experience for their overall personal development.

Participative learning

Participative learning is one campus effectively associated with learning and skill development. College is also promoting active learning strategies like group discussions, group activities, seminars and conferences, case studies, debates, projects, public meetings, department-level activities, day observances etc.

Problem-solving methodologies

College practices problem-solving methodology which focuses on impacting education through thinking and reasoning. All the academic activities are aimed at evaluating the student's knowledge, skills etc and building confidence in them. Multi-method approaches and problem-based, inquiry-based approaches are implemented where ever possible. Organization of in-house and open house programmes and activities, research-based projects, innovative pedagogic projects, field-based projects, and community-oriented extension projects are a source of motivation for them.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://cims.mastersofterp.in/
Any other relevant information	No File Uploaded

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

99

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institution provides an environment that supports personal, social and academic success for all students. The teachers are provided with additional facilities and ICT support for effective mentoring. They are free to suggest any remedial corrective or

reformative steps. In every week one period is allotted for mentoring. Total number of students are divided among 9 mentors they continuously support the students. The mentors provided online support for them through phone calls and WhatsApp groups. Various academic provisions and facilities of the college support the faculty to enhance their skills and to do their level best in the teaching and mentoring system. The working environment of the college is conducive to the overall development of the faculty as well as student teachers. For the proper quality ensuring and for proper monitoring of the system a mentoring diary, mentoring record and mentoring report are kept by each mentor. At the end of each semester all the documents are submitted to the IQAC for verification.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Five/Six of the above

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View File](#)
Any other relevant information	No File Uploaded

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

Innovation in educational practices encourages both teachers and students to explore, research and use all the tools to learn something new. It involves a different way of looking at problems and solving them. The various activities of the college will help students to develop their creativity and innovative ideas. The effective organisational skills are acquired by various inter-collegiate activities. Different clubs and forums organized a lot of academic and extracurricular activities in various fields like debates, seminars, conferences, creative writing, poster making, brochure making, photography, skits, dramas, different dance forms, songs etc.

Students are encouraged to publish articles and research papers in different journals and seminar proceedings. They are motivated to present papers in National, International or state-level seminars. To ensure interactive learning different ICT facilities are utilized by both teachers and students. They are there for better knowledge and understanding of the subject matter. Placement cell activities, mentoring, peer tutoring etc are carried out to deal with academic and personal strengths. students are utilized social media groups and other online meeting facilities for peer tutoring. The institution is using the learning management system (LMS) and Google Classrooms for better learning and administrative management.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Ten/All of the above**

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	**All of the above**

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The Internship was well arranged and carried out systematically. Every year one faculty is appointed as staff in charge of the internship . That faculty will communicate to the schools and inters for it's effective implementation. The selection and identification of schools was done according to the convenience of the student teachers. They had selected the schools from the list of cooperating schools, the college is providing them the practice teaching schools according to their choice and convenience. During this year 8 schools were allotted from the cooperating school list.

College send a letter to the head of all schools describing the aim, importance and objectives of practice teaching. The principals and supervising teachers of co operating schools were given well orientation about the needs of and ways of engaging the teacher trainees.

During the internship programme, a minimum of 60 lessons and 3 achievement tests were administrated by each student teacher. They have to complete lessons in high school section and then to Higher secondary or Upper primary section.. They have to observe the classes of their supervising teachers and their peers during internship . All students got a convenient atmosphere for delivering their prepared lessons. They have to participate in all activities of the school during internship. They have to keep the reflective diary and daily and weekly report for the better assessment of the internship.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.
Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The College adopts effective monitoring mechanisms during Practice teaching. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lesson plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. The lessons in schools are observed by the Principal, faculty and General education teacher. Supervising teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks about the lesson plan. Thus, feedback is provided to the student-teachers. More feedback comes in the form of discussion with the interns which is done soon after the lesson is finished; Detailed feedback is also provided in the college collectively on monthly feedback sessions. Remarks on the lesson plan, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. They also keep the reflective journal and daily and weekly diary for self feedbacks. The process of observation and feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

9

File Description	Documents
Data as per Data Template	*View File*
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	*View File*
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	*View File*
Certificates of Doctoral Degree (Ph.D) of the faculty	*View File*
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

139

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

139

File Description	Documents
Copy of the appointment letters of the fulltime teachers	*View File*
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Institution provides opportunities for the students to become well equipped with the societies needs they should be equipped with

social skills. The teachers are using Learning Management system (LMS) and online platforms like Microsoft Teams, Whatsapp, Google Meet, Zoom etc for the teaching-learning process. Teachers attended many national webinars and conferences, workshops etc for handling the different online software awareness. Seminars on Technology and other learning tools conducted by the college for equipping our teachers to do the same. More than these the orientation and refresher programmes attended by teachers help them to keep them abreast with the recent developments in the field of education. Our teachers are research guides in the university and we promote research skills among both teachers and students through Research and Development cell functioning at the college. The institution also organising other training programmes for both teaching staff and non teaching staff.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The College sticks to the academic schedule which is being given by the affiliating University for the conduction of the internal evaluation system. The academic calendar involves the dates of commencement and completion of the course, timetables of internal exams, all academic and extension programmes , the dates of the midsemester and end-semester model examination. The timetables have been arranged and executed in the college calendar. The teachers define teaching plans as indicated in the academic calendar and guidelines of the University. The timetable of external examinations is fixed by the University and the same is displayed on the college website. Preparatory Exams are conducted every year before university exams. Every teacher conducts regular class tests on the related topic. Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. Regular monitoring is done by the college Examination committee. The Principal and staff in charges conducts curricular and extracurricular review meetings on a regular basis to check the execution and evaluate the progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

There is complete transparency in internal assessment. Norms directed by Kannur University have been adopted in the college. At the beginning of every semester, faculty members expose the students to various components of the evaluation process. Internal assessment practices are organized according to the norms of the university and students are informed in advance. The students are evaluated by faculty members before the commencement of the examination. The internal evaluation process is completely monitored by the examination committee to ensure a standard evaluation process. The evaluation report is submitted to the examination committee for their verification and any grievance is

redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the multipurpose hall. Students are constantly evaluated by faculty through theory lectures, labs, assignments, and unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. If the students are facing any problem, they are solved by the grievance committee of the college. The grievances are redressed in a three tier system in which optional teachers are in the first tier, the staff council in the second tier and the principal in the third layer.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is prepared by the college according to the guidelines of the University and the vision, mission and objectives of the college. The details of the semester system, syllabus, practicals, timetable, attendance weightage, details of mid-semester exams, schedule of workshops etc are detailed in the calendar. Assignments and tasks are assigned to students and marks are awarded before the commencement of the semester examination. The syllabus is discussed by the faculty of each department and prior notice is given regarding the conduct of the mid-semester and semester examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board and college website., college day and other celebrations are also held during the end of the academic year. The head of each department monitors the quality of teaching learning through daily monitoring of teaching-learning activities. Continuous counselling is also done through departmental meetings and staff meetings.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

At the beginning of the course, all CLOs and PLOs are communicated to the stakeholders

- An orientation about CLOs and PLOs was given to the students at the beginning of the course.
- Orientation for faculty on designing, and attainment of CLOs and PLOs is a routine practice.
- Focused on outcome-based education for the development of skills are competencies is also a practice of the college.
- All the CLOs and PLOs are communicated to the stakeholders in time with the vision, mission and objectives of the college.
- All the outcomes focus on key competencies which each course will provide to the student teachers.
- All the routine activities of the college help for the alignment of the curriculum with the vision and mission of the college.
- Proper identification of the assessment methods and measures is also a part of outcome-based education.
- Evaluation and assessment made necessary changes and insights help for the improvement of the programme

To acquire the skills and strategies to transfer the given subject matter effectively in classroom situations. To use innovative learning strategies in classrooms.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

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 in tasks, attendance etc. An examination committee, with a faculty in charge and a non-teaching staff as assistant functions in the college. All progressive performances of students are done under the supervision of this committee. The committee is responsible for setting timetables and listing the invigilation duties for internal and other exams. The abilities and skills of teacher trainees are assessed in midsemester as well as model examinations. This examination was conducted at the proper time schedule. As a part of ensuring subject enrichment 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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

47

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

At the beginning of the course, their entry-level behaviour and learning needs are identified by Aptitude tests and subject competency tests. These initial tests help them to know how to prepare themselves for the assessment. Help them to perform to the best of their ability to develop greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation. Follow the assessment process: understand exactly what is expected from them, have a clearer understanding of the assessment criteria, understand what they have to do, know how to prepare themselves for the assessment, and perform to the best of their ability. To make confidence in the assessment method and the teacher's evaluation, improve their confidence by making them a part of all the scholastic and co-scholastic activities organized by the college. It is the responsibility of the teacher to improve their motivation level. Teachers followed the exact assessment method and understand what is exactly expected from them. Teachers are aware of what – they have to do and know how to prepare themselves for the assessment and motivate them to perform to the best of their ability.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://pkmcollege.org/wp-content/uploads/2024/01/STUDENT-SATISFACTION-SURVEY-2023-24.pdf#toolbar=0

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work	One of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

5

File Description	Documents
Data as per Data Template	[View File](#)
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

48

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

99

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

99

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the claim along with photographs with caption and date	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

In the context of UN Sustainable Development Goals, P. K. M. College of Education initiated a mega-curricular project in 2019 for a period of 10 years titled 'Next Generation Teacher at PKM' which focused on 5 major goals as Teachers as Peace Builders, Health Promoters, Humanity Propagators, Environmental Protectors and Equity Upholders to address the peace and conflict issues, environmental, social and health issues and to engage in various curricular and co-curricular activities and to sensitize student teachers and community. Urjakiran addressed environmental issues in collaboration with Governmental agencies, and organised community extension programs such as energy conservation, awareness campaigns, public meetings, signature campaigns, energy conservation rallies, oath-taking, etc. Student teachers were encouraged to undertake a Resource Person Training Programme at the Energy Management Centre, Government of Kerala to address energy conservation issues in society. After the COVID pandemic, to convey the health issues programs were organised such as post-covid Fitness training program and motivation classes for the school students as well as for the local community is a usual practice of the college. As a part of Azadi ka Amrut Mahotsav, college organised many curricular initiatives as a part of JNABHAGIDARI ACTIVITIES . The activities like cyber quiz orientation programmes are organosed in this regard

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

13

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	All of the above

Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has adequate facilities for academic activities with more facilities than the previous year. The college building was renovated rearranged and refurnished as a part of the RUSA 2.0 renovation proposal. The principal room is shifted to a new administrative block. Our classrooms are fully equipped with facilities with Interactive flat panels and interactive smart boards. All classrooms are spacious and well ventilated with enough seating capacity. We have LMS facility for both academic and administrative facilities. We provide open access library, computers, laptops, LCD projectors, smart classrooms, cameras, Internet facilities etc. The college is also equipped with good indoor and outdoor sports and games facilities. The college has a generator with a full current electricity backup. More than its library is automated with ILMS Software. Physical infrastructure of the college is shared with other Institutions for educational, cultural and social activities. Our college is a polling booth for general elections by the government of India and for organizing cultural events by residential organizations and other social institutions. The college provided hostel facilities. Each department has its own facilities for the teaching and learning

process. In addition to it some common academic facilities like conference rooms, seminar halls ,studio, multipurpose halls, auditorium, counselling cell, cafeteria, open gym , healh fitness & yoga centre etc for students.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://pkmcollege.org/physical-infrastructure/
Any other relevant information	**No File Uploaded**

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

2

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	**No File Uploaded**

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 Describe the features of Library Automation in not more than 100 – 200 words.

ILM Software: KOHA 22.11.08.000

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.

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

Features of KOHA

KOHA features modules such as OPAC, Technical Processing, Acquisition, Serials, Administration, and Reporting. Barcoding of all books facilitates smooth transactions. The OPAC provides a user-friendly interface for patrons, allowing them to search for items, check availability, reserve items and track circulation history.

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

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.

Magzter subscriptions provide access to a vast collection of over 9000 plus online magazines, journals, newspapers, and e-books in multiple languages. The college subscribes N-LIST provided by INFLIBNET, an initiative of MHRD. N-LIST provides access to an extensive collection of 6000+ e-journals and 1,99,500+ e-books. The library boasts a collection of 7438 books, including reference materials, 162 educational CD/DVD, 106 Bound Volumes, 8 journals, 16 popular magazines, and 5 newspapers.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://pkmcollege.org/library/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

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 is offering remote access to library resources through

N-List, D Space and OPAC.

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.

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

DSPACE : Institutional Repository Software

Year of Implementation : 2024 January

http://digitallibrary.pkmcollege.org

OPAC - Online Public Access Catalogue

https://opac.pkmcollege.org/

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.29

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

325

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution strives to maintain secure IT facilities and ensure the legal and appropriate use of Information technology infrastructure established by the Institution on the campus. cybersecurity and budgeting policy for the maintenance of the IT infrastructure facilities and guidelines for the meeting of the IT Committee to upgrade IT infrastructure and enable it to meet

better future challenges.

IT Facility

College plans and provides a blueprint for the upgradation of IT related equipment like Interactive Flat panel boards, computing systems, studio, servers, software and hardware and facilities like Wi-Fi, cyber-security, etc.

Computing facility and Wi-Fi

The college sets standards for the usage of Internet facilities by different stakeholders and standards against the misuse of internet browsing facilities.

Cyber-security

Microsoft licensed operating system Windows 10 Professional with antivirus is used for virus threat protection.

Software

The college is using openly licensed software for meeting the different academic requirements of the students. The institution follows the software policy provided by the developers and usage instructions are also the policy provided by different stakeholders.

E-governance

The institution is using LMS for it's daily activities. Guidelines regarding the usage of IT help not only in academic activities but also in administrative activities through different software and systems. Institute is using different software for the smooth functioning of administrative activities

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File]()
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

1:1.48

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=NcNrJ_EzTq0
List the equipment purchased for claimed facilities along with the relevant bills	[View File](#)
Link to the e-content developed by the faculty of the institution	https://pkmcollege.org/general-education-department/
Any other relevant information	[View File](#)

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

3.86

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View File](#)
Any other relevant information	**No File Uploaded**

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Institution has an effective infrastructural maintenance policy. The most 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. Regular service and maintenance of the computers are done with the use of plan funds and with the support of PTA fun The College assesses the equipment and infrastructure on a regular basis. It awards Annual Maintenance Contracts (AMCs) for its sensitive and

heavy equipment through a proper process. The College has an inhouse team for the maintenance of its Systems and Network and minor hardware daily repair. For all major computer-related problems, a service provider is hired. Computers are regularly updated with antivirus software to protect them from malicious programs. The College has a Maintenance Committee that oversees the maintenance of the Building, Classrooms, Library and Laboratories. The college ensures optimal allocation and utilization of the available financial resources for maintenance and the development of the infrastructure of the college as per NCTE norms.

File Description	Documents
Appropriate link(s) on the institutional website	https://pkmcollege.org/wp-content/uploads/2024/02/Policy_for_Maintenance_of_Academic_and_Physical_facilities.pdf#toolbar=0
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	**Five or more of the above**

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
11	47

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

6

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

41

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student council is active and plays a proactive role in the institutional functioning.

Student Council was formed as per Kannur University Regulations in the college. Student council members had an active role in organizing and participating in different programmes. Along with a staff co-ordinator, the student co-ordinator was selected for each programme. This student co-ordinator and other students will prepare brochures, program chart and other arrangements for the conduct of the programme.

The institution has an NSS Unit which is actively co-ordinating many innovative activities .Sports programs were conducted under the leadership of the sports captain. In the Yoga training and post-Covid fitness training activities conducted in the nearby schools, all student council members actively participated.

Arts Day celebrations, World environment week celebrations, Reading Week programmes, Peace Day Celebrations, Human Rights Day Celebrations, Azadi ka Amrut Mahotsav activities, communicative English classes, celebration of bharathiya maha utsav, class Magazine for different classes, Teacher in the new Normal programmes, different day observances etc. were some occasions in which student council members took lead as organizers.

Students are members in the college bodies like IQAC, Library Advisory Committee and other committees. Students have representation in all academic and administrative bodies.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

30

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Two significant contributions of the Alumni Association are discussed below.

Next Generation Teacher in the Context of Artificial Intelligence - Student Induction Programme

The main speaker of the programme was our Alumni President Mr. Nidhin Nangoth. He is an international trainer and motivational speaker. Through his excellent oration and motivation he has taken the inspiring teachers to the new normal. Another attraction of

the programme was Mr S.K. Jayadevan, Senior Lecturer, DIET, Kannur. Mr Jayadevan handled our main session of the teacher in the new normal orientation and bridge course programme. Biju. K.K. Civil Police Officer at Kerala Police was another motivational speaker and resource person of the programme. Thus Teacher in the new normal in which what should be the role of a teacher in the New Normal situation was exclusively handled by our Alumni members.

Pre-Internship training and Internship Programme

Pre-Internship training was conducted in all optional classes. In Mathematics, Jismy Georgekutty teacher at Vayathur School and our Aluminus was the resource person. The pre-orientation of the English optional was also done by Mr. Libin .K. Kurian , HSA English Sacred Heart School Payyayoor, Demonstration classes are another level of preparation for Internship. For demonstration classes, our Alumni members serve as resource persons. Thus for the different levels of Internship, the role of our Alumni members is inevitable.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

PKM College of Education has a very good group of Alumni. Many of our members are Institution heads, Associate Professors & Assistant Professors in colleges, Higher Secondary School teachers, DIET Lecturers and High school and UP School teachers. Some of them are Municipality and Panchayath administrations.

Apart from this, many of our Alumni members went for higher education. PhD was awarded to many of them, some of them pursuing PhD.

In all the programmes conducted in the college Alumni members have actively participated in organizing and conducting programmes. During the Initiation Ceremony, they motivated the freshly enrolled students with their sharing of experiences. Orientation

programmes and bridge course is another occasion in which most of the resource persons are our Alumni members. During the pre-internship and Internship period, they were motivated by demonstration and experience-sharing sessions.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance of our institution is reflective in effective leadership & participatory mechanism in tune with the Vision & Mission. Our vision is excellence and committed service in every realm of teaching endeavour.

The Apex body is the governing body & they discuss & plan different activities, development programmes, academic budgets, administration, capacity initiatives, quality initiatives etc. The internal administration of the institution is made by the principal, vice principal, teaching and non-teaching staff. There is a staff council with the principal & all teaching faculty through this all academic and administrative things were discussed & take decisions collectively. The academic and administrative activities were undergone through different committees & clubs. Management, the Principal, Teaching Staff, Non-teaching staff, and students collectively took decisions to plan, organize & execute different activities to fulfil excellent service & tried to develop quality teachers.

Our mission is to nurture the holistic development of prospective teachers for a just and humane society. We provide different learning environments and opportunities based on ASK- Attitude, Skill & Knowledge for the prospective teachers for their comprehensive development.

File Description	Documents
Vision and Mission statements of the institution	[View File](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	[View File](#)
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The policy of decentralization and participative management strategies were followed by the college. The general management of the college vested in the governing body whose ex-officio president is the Manager, Pro-manager, Local Manager, Principal, Staff representative, educational experts, and Local representative were the members of the same. The governing body discusses & plans the activities, development programmes, academic budget, proper administration, capacity initiatives, quality initiatives etc.

The internal administration of the institution is made by the principal who is assisted by the vice principal, Teaching and Nonteaching staff. There is a college staff council with the principal, and all teaching faculty by which all academic & administrative things were discussed & taken decisions collectively

The academic & administrative activities were done through different committees such as IQAC, Academic Administrative Audit Committee, Examination Committee, Calendar & documentation committee, Anti ragging Committee, Anti-drug Committee, placement committee etc. Periodically the meetings of each committee were conducted & taken decisions collectively.

There are also different clubs with one staff in charge, student convenors, Executive members & student members, Peace Forum,

Bhoomithrasena, Electoral literacy club, Folklore club, Debate club, Literary Club etc. Meetings were conducted periodically on online and offline platforms, conducted discussions and took decisions collectively.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in its financial, academic, administrative & other functions. The annual budget is prepared for the institution and presented, discussed & approved after suggestions & modifications in the governing body meeting. According to the budget each category is allotted with funds. Later each committee do the necessary purchase, stock verification audit etc.

The audit is done & Income Expenditure statement is prepared. Annual audit reports were also prepared.

The college provides an academic calendar for activities. An orientation cum bridge course was given to the student teachers. Online & offline Mid semester, model examinations were followed by detailed discussions & evaluations. Internal marks were timely published. Each academic activity was done through different steps like planning, brochure, organizing, executing, feedback, and news with photographs, videos & documents.

The institution also maintains transparency in administrative functions. Governing body plans activities, development programmes, quality initiatives etc. The decisions taken in the governing body were discussed in the staff council & executed these decisions through different committees. Communications from Kannur University, Dy. Director of collegiate Education, NCTE, UGC etc. were timely communicated with staff & students. Admission is done according to the rank list provided by the university. Timely upload of the internal marks to the university portal.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

An institutional strategic plan gives a critical opportunity to achieve institutional goals with collaborative decisions. Energy conservation is one of the institutional goals & successfully implemented in the last 6 years with accurate & efficient deployment arrangement strategies. Urjakiran project was launched in the institution & done different effective activities supported by the energy management Centre Govt. of Kerala in association with the Centre for Environment & Development.

In the 2018-19 year, PKM College of Education organized an energy conservation awareness campaign in collaboration with St. George HS, Chempanthotty on 14th January 2019. Also conducted competitions for B.Ed students. CFLs were distributed to low-electricity consumers.

In the years 2019-2020, PKM College of Education conducted different energy awareness campaigns & classes for staff of different government institutions, hospitals etc. In the year 2020-21, PKM College of Education conducted different energy conservation activities for both B.Ed. students & public. By calculation strategic plan we had created an energy conservation culture inside the campus & outside the campus among the public.

In the year 2021-2022, PKM College of Education conducted Urjakiran Awareness Class, Rally, Signature campaign etc. The function was inaugurated by Adv. Sajeev Joseph, MLA, Irikkur. In the year 2022-23 the college organised the urjaliran programme in association with local community. An awareness programme was organised for local people of Undanoor church area near Iritty.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://pkmcollege.org/institutional-development-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

There are effective & efficient institutional bodies such as governing body, college council, IQAC, and different committees like the academic administrative audit committee, Finance committee staff association, Examination committee, anti-ragging committee, Electoral literacy committee, equal opportunity cell etc.

Governing body's ex-officio president is the manager, Pro-Manager, Local Manager, Principal, Staff representative; educational expert, and local representatives were the members of the same. The governing body discusses & plans the activities, development programmes, academic budget, administration strategies, capacity initiative, quality initiatives appointment, service rule procedures etc. They plan & execute & rate feedback for each initiative.

There is a college council with the principal, Vice Principal & all other faculty members. The college council conducts meetings frequently & discusses the plans & take feedback & suggestions from all members for the betterment in actions regarding different policies, administrative setup, procedure etc.

There is an IQAC committee and which conducts regular meetings to ensure qualitative initiatives & thus increase the internal & external quality of the institution. Different policies were administered after discussion & decisions taken. Administrative policies were adopted & implemented. Other different committees like AAA conduct both academic & administrative audits each year.

File Description	Documents
Link to organogram on the institutional website	https://pkmcollege.org/organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students — **All of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Academic and Administrative Audits was conducted at the end of the academic year. As per the decisions taken by IQAC post Covid Interventions project was launched. post Covid initiatives project was launched as a part of Azadi ka Amrut Mahotsav. As part of this programme we launched Covid- help desk, support to post covid activities, welfare support to the public, financial assistance to needy people, motivation classes to the school students Post Covid fitness Training Programme – Art of Living etc.

As per the decisions taken by IQAC value added courses were introduced, and the curricular plan was prepared by each department. Also provided yoga classes for students.

As per the decision by IQAC and Alumni Association, the council

conducted an online SET/KTET/CTET coaching class for student teachers at Kannur University.

As per the decisions taken by the staff council conducted a one-week programme of World Environment Day and Vayanayanam etc. also conducted Urjakiran, Palliative care etc.

As per the decisions taken by the academic calendar committee Academic calendar for the year 2022-2023 was prepared & uploaded the same in the college website.

As per the decisions of IQAC and Placement Cell conducted a campus interview in association with career consultancy

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

There are so many welfare schemes for both teaching and non-teaching staff. Major schemes for Teaching and non-teaching faculties include different dimensions such as professional and personal development. Different welfare schemes include Emergency financial schemes for permanent & Guest faculty, Financial aid for the needy under diseased conditions, Covid 19 -relief schemes, Get together schemes - Feast, Birth days, Wedding anniversaries, and Complimentary Schemes for family functions and needy situations. Academic excellence schemes for the son/daughter of employees. Transportation schemes, help desk, Health, fitness and Yoga schemes, Capacity enhancement programmes, Training programmes

Computer training classes or courses- Video editing and Staff Tour Scheme. We also provide different welfare schemes for students and the public.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The institution follows an annual self-Assessment for the Performance Appraisal System (APAR) under UGC, NCTE & Kannur University. This is used for teaching staff to assess the quality of teachers & to maintain the quality of education this system was implemented & assessed the performance of the teachers each year. This APAR proforma-covers several categories such as Teaching, Learning & Evaluation Related activities, co-curricular, Extension & Professional Development related activities, Research, publications & academic contributions Teaching Learning & evaluation related activities include lectures, seminars, tutorials, practical, contact hours undertaken, preparation and imparting knowledge, we of participatory & innovative teaching-learning methodologies, updating subject content, examination duties like invigilation, questing paper setting, evaluation etc. Co-curricular, extension & professional development-related activities such as NSS, cultural activities, subject-related events, counselling, Contribution to corporate life management of the department & institution through participation in academic &

administrative committee & responsibilities, professional development activities etc. Research & academic contributions include research papers published, books, chapters research projects, consultancy projects, computer projects, research guidance, training course & conference, workshop papers, seminars etc. The institution has its own appraisal Performa for Non teaching staff. They submit it annually and proper feedbacks were given to them properly

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

In our institution, there is a finance committee. This committee conducts audit and evaluate bills, income, expenditure etc. The finance committees find out the disparity if any. Every year this financial committee evaluates and conducts an internal audit. Also, the management arranges internal financial audits for the institution to maintain ethical practices in money management. The auditors check each and every income and expenditure and find out disparity if any. Also, give suggestions and modifications in working strategy.

At the government level, audits from the Department of collegiate education are done periodically and all records with reference to final transaction and fund allocation, fund utilization, disbursement of grants and scholarships, and fee collection from students are scrutinized in time with the rules and regulations of the audit department of the government. At the time of retirement of the administrative heads governmental audit is carried out before sanctioning the service benefits and other related matters. Audit objections if any were resolved by giving documents in a proper channel or submitting the documents which were needed. All

the disparities can be resolved. Both internal and external financial audits helped to maintain transparency in income, expenditure, fund utilization, documentation etc.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

4.1

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View File](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The budget plan was prepared and presented in governing body meeting, modify it according to the needs of the current year and finalize it. There is a financial committee which monitors all financial activities and funds allocation and utilization. Management of the college gives an amount for infrastructure development & facilities for students & staffs for smooth functioning of the college. PTA collect fund & monitors all activities, programmes and fund allocation. Alumni collect alumni

funds from alumni members for organizing different programmes like developmental programmes and activities. Many staff members were contributing finance for giving scholarships and endowments to needy students. Also, the E grants, different project funds, programme funds, salary etc. were also well maintained and allocated in the institution. The funds were effectively utilized for the different useful and needy activities to ensure both infrastructure development and academic development. The finance committee monitor each and every income and expenditure of the fund. The finance committee conduct an internal audit and analyse all details with bills. Management conducts internal financial audits. At the government level, an audit from the Department of collegiate education is done periodically and all records with reference to financial transactions and fund allocation fund utilization.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC committee ensure quality at the administrative level, academic level, co-curricular activities, financial, fund utilization, Teaching learning process evaluation professional quality of teachers, personal quality activities, research culture, Accreditation process co-coordinating different committees, examination, students feedback etc. There is an academic administrative audit committee which analyses each academic and administrative activity & conduct both Academic Administrative Audit under IQAC. IQAC implemented several quality assurances or quality initiatives in academic and co-curricular activities. Share your spare was a different initiative of our institution. Under this project, we had given laptops to needy students for one year.

Under the banner of IQAC different quality initiatives, programmes, seminars, workshops, extension community activities

etc. were conducted. These include NSS activities, LMS training programme, Post- Covid Interventions, Student Induction Programme on Teacher Beyond the New Normal, National Seminar on Science for Sustainable Future, Seminar on Science and Technology, Teacher orientation on NEP and UNSDGs, Faculty exchange and student exchange programmes . Covid care training programme, Share your spare, Orphanage visit, Techies, Ozone day, International Peace day, Urjakiran, Farmer's day, workshop on Palliative care, physical training, Awareness programme on educational rights ,Post-covid fitness programme, Field Trips etc. Thus IQAC of the institution planned and executed different quality initiatives to provide quality experiences for staff and students and thus this helped to maintain the quality in the teacher education field.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Academic activities include methods of teaching, models of teaching, micro-teaching, content analysis lesson plan preparation, practice teaching child psychology, knowledge & curriculum etc. Co-curricular activities include physical education, Yoga, Sports competitions, seminars, workshop field trips, exhibitions, competitions, rallies, marathons, organizing different programmes, announcements, club activities, tours, community extension activities etc. IQAC conducts Academic and Administrative audit every year. The teaching-learning process is followed by a periodical evaluation. There is an IQAC cell and college council which monitors the whole teaching and learning process. College council meetings were conducted frequently to plan different activities, programmes, and teaching-learning processes and also conduct a monthly evaluation of the teaching learning process. So many decisions were taken according to the feedback of faculties and students. Done modifications and alterations in the working strategies and policies according to the needs of each situation. Faculties used different teaching

methods/strategies both online and offline to nurture the student teachers. Teaching methods include multisensory methods, ICT, audio visual aids, field trips, tasks, collage, debates, seminars, conferences, workshops, exhibitions, competitions, elocution, discussions, co-operative learning, interactive methods, practical sessions etc. The student feedback system is also implemented to improve the quality of the teaching-learning process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

15

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	All of the above

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://pkmcollege.org/wp-content/uploads/2024/01/2023-24_minutes-1.pdf#toolbar=0
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://pkmcollege.org/wp-content/uploads/2024/01/AQAR-2022-23.pdf#toolbar=0
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Teaching Learning

The institution organizing different programmes such as to develop teaching skills, social skills, communicative skills, thinking skills, computer skills, skills in sports, arts, life skills, soft skills etc. As a teacher education institution, we provide versatile, challenging activities for our student teachers to find out their inner potentialities. Last year continued ICT-oriented workshops, seminars, and a new course 'Techies' to ensure online teaching skills and ICT skills among student teachers and faculties. We also started Cracket – SET/KTET coaching, Next Generation Teacher @PKM project, Share your sight etc.

Developing Research Culture

In our institution, there is a research extension committee with a

faculty as convener. We give orientation classes to write research papers, and also to develop research attitudes and skills. Through the activities of the research committee, we promoted research culture among faculties and student teachers. We encouraged student teachers to present research papers in several national and international seminars. Through this initiative, the faculties and student teachers published several papers and articles in different journals. We also extended the research culture among the school students and conducted a seminar and paper presentation for the students in cooperative schools.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Our Energy conservation practices include the college replacing all tube lights with LED bulbs being the most energy-efficient lighting option. PKM College of Education has started alternative use of energy for meeting its power requirements under Am Solar corporation Kannur College is having 5000 wants solar project of which solar panels with capacities of 5 Kw are installed on the rooftop of the college's main building – the existing solar project out PKM College fulfils the 90% of the college's power requirement. The present system has a 5 Kw capacity and has 28 single panels and each panel consists of 220W energy we need 20 units of energy pending and it is stored in our day-to-day energy system. In our solar panel system, we are connected to the KSEB power grid so that our college also works as one of the power-generating institutions for the government sector. Our college is also planning to increase its capacity in the coming years accepting the needs of the institutions. In order to make college campuses self-sufficient in power generation our college had already installed solar panels in our college in view of energy policies. The college conducts Energy Audits and it helps to reduce energy consumption year by year.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Institution follows very good waste management practices. The institution maintains a waste management policy document . It has adopted an effective method for the segregation of waste. The arrangements are made to segregate dry waste, wet waste and e-waste. We have a good water storage system on the campus, a vermi compost system and biogas plants. The policy of PKM College is to minimize waste generation and facilities repair, reuse and recycling activity of waste management. The policy clearly defined the responsibility to identify and coordinate activities of waste management. College is promoting environmental consciousness in order to encourage waste minimization, reuse and recycling and also ensure the safe handling and storage of waste in the compound. We also give appropriate training for the teachers, non-teaching staff, students and others on waste management issues. In our college, we have a waste management system of Segregation of waste management and treatment waste management. No hazardous waste management is disposed of through the general or waste recycling streams. Either recycled/reused or disposed of in captive or common. The E-waste of the office is disposed of throw the proper waste disposal system in our college. The waste could be, storage and disposed facilities available in the compost or incinerated.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**All of the above**

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is committed to maintaining cleanliness, sanitation, green cover and providing a pollution-free environment. Provision is made for the better segregation of waste. Paper waste bins and plastic waste bins are supplied separately and therefore everyone makes use of the facilities and no paper, plastic or any other type of waste is seen on the campus. There are around 50 fruit trees of various kinds that are planted. The institution maintains a very good clean and healthy campus with all its safety. All the informative bulletin boards are updated with current affairs especially those that are concerned with education and other matters of importance. The campus is maintained with hygiene and all measures are taken for

its sanitation and healthy environment. The institution's campus has an attractive green cover. There is a green garden inside where we maintain lawns, lots of plants, pots, trees. PKM College of Education Madampam is a quality-conscious college. It protects its own environment with its green campus initiatives and maintains a pollution free green and clean campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

PKM college is initiating various practices to develop community consciousness among students. The college is conducting various programmes for the local community. Conducted yoga classes in organisation with Sathyan Smaraka Vayanashala, Urjakiran activities are organised every year to develop energy awareness among local community. As a part of Azadi ka Amrut Mahotsav GJANBGIDARI programme was organised . International Yoga day, Environment day, and other day observances and the NSS unit organised many innovative programmes . National sports day celebration was conducted for school students. Several athletic events, games and sports were conducted and prizes were distributed to the students. The students were encouraged to participate in the events and that made the day a successful one. College gave energy saving awareness classes, post covid fitness training programmes to two schools – teachers and students were the resource persons, online learning supports for the school students through online classes and Peace forum extension activities as the part of peace day celebration. Intercollegiate Photography competition as part of international peace day celebration.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor	A. All of the above

adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Title: Cadets of Peace Objectives: Cadets of Peace aims to train student teachers as peacebuilding leaders, focusing on conflict resolution and peace initiatives in their workplaces. Context: This initiative, launched by Dr. Jill Car-Harris on 18th February 2018, is a collaboration between P.K.M. College of Education and peace NGOs like the Peace and Harmony Foundation and Peace Channel. It aligns with the UN SDGs and the college's Silver Jubilee celebrations. Practice: Institutional initiatives include peace education electives, national training programs, webinars, and peace-related events. Student teachers engage in campaigns, competitions, and work with school peace clubs.

Evidence of Success: Success includes new educational models, peace activism, and peace clubs in schools. Challenges: The college faces limited resources and requires more library books and collaborations. Title 2: Share Your Spare Movement Objectives:

This movement encourages students to share their resources with those in need, such as marginalized individuals or disaster victims. Practice: Activities include laptop sharing, support programs for disabled students, community interventions, and charity drives. Evidence of Success: Participants have become more empathetic and socially responsible.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Launched in 2019 by Mr. K.C. Joseph, MLA, the Next Generation Teacher Education project at P.K.M. College of Education addresses global challenges related to social, environmental, health, and moral issues. It aims to develop student teachers into sensitized global citizens by aligning with the UN SDGs. The project sets seven goals for future teachers: becoming peace builders, environmental protectors, health promoters, humanity propagators, equity promoters, digital experts, and research undertakers. The initiative follows a two-year cyclic process with the goal of achieving its vision by 2030. Through various academic, research, and community-based programs, the project awakens the social and civic responsibility of student teachers. This is exemplified by movements and initiatives such asShare Your Spare, Cadets of Peace, PKM Sports Academy, and Care Our Earth. The curriculum involves direct field engagement, particularly during internships, where student teachers lead eco-friendly initiatives like tree planting and energy conservation campaigns. This hands-on approach transforms student teachers into environmental protectors who contribute to society as responsible teachers, researchers, and activists.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded