

SELF APPRAISAL REPORT

(SECOND CYCLE)



P.K.M COLLEGE OF EDUCATION MADAMPAM, KANNUR, KERALA – 670631

(A government aided college of teacher education affiliated to Kannur University, Kannur (NCTE & UGC recognized)

Established in 1995

Accredited by NAAC with 'A Grade' in the year 2006

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Submitted to



NAAC

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O BOX. No. 1075, Nagarbhavi, Bangalore – 560072

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CONTENTS

	Page No.
<i>Preface</i>	<i>i-iv</i>
PART – 1 – INSTITUTIONAL DATA	
A – Profile of the Institution	1-4
B – Criterion Wise Inputs	5-32
PART – II	
1. Executive Summary	
2. Criterion Wise Inputs	33-38
<i>Criterion 1 – Curricular Aspects</i>	<i>39-56</i>
<i>Criterion 2 – Teaching, Learning and Evaluation</i>	<i>57-79</i>
<i>Criterion 3 – Research, Consultancy and Extension</i>	<i>80-138</i>
<i>Criterion 4 – Infrastructure and Learning Resources</i>	<i>139-162</i>
<i>Criterion 5 - Student Support and Progression</i>	<i>163-185</i>
<i>Criterion 6 – Governance and Leadership</i>	<i>186-213</i>
<i>Criterion 7 – Innovative Practices</i>	<i>214-225</i>
3. Mapping of the Academic Activities of the Institution	226
4. Declaration of the Head of the Institution	227
<i>Appendices</i>	<i>228</i>

APPENDICES

<i>Sl. No.</i> No	Page
1.	Photos Showing Various Activities of the College
2.	Copy of Certificate of NAAC Accreditation 2006
3.	Copy of latest recognition order issued by NCTE & Kannur University
4.	Copy of UGC recognition (2f and 12B) order
5.	Copy of minority education institution certificate
6.	Copy of permission order to start the college
7.	College calendar (2013-14)
8.	Time table (2013-14)
9.	Student teachers dairy
10.	Major research areas and research guided by faculty
11.	Copy of syllabus of B Ed (2013-14)
12.	Teachers dairy and workload
13.	Sample self appraisal of teachers
14.	Master plan of the institution
15.	Sample proforma for feedback from students, alumni and employers
16.	Audited income-expenditure statement for the previous financial year
17.	University examination results of previous academic year (2013-14)
18.	Proforma for evaluation of practice teaching by teacher educators, school teachers and peer trainees
19.	Tutorial case record- sample sheet

PREFACE

P.K.M. College of Education, Madampam is a temple of learning with a difference among the scores of educational institutions run by the Knanaya Catholic Community in Kerala. The history of the community dates back to A.D 345 when Thomas of Kana, accompanied by seventy two families consisting of about four hundred people with a Bishop, Priests and Deacons disembarked on the shores of old Mujris, the present Kodungallore. These immigrants spread along the coast of Kerala and prospered under royal patronage, but with the tides of times having preserved their ethnic purity and identity, moved afar to central Travancore, and years after, in 1943 and in 1960 some of them migrated in Malabar. Innumerable are the services rendered by the community to the Kerala Society, especially in the educational field. At present this minority community runs 60 primary schools over 10060 students, 31 upper primary schools with 8698 students, 23 high schools having 12074 students, 12 higher secondary schools with 3835 students, 2 nursing colleges with 210 students and one pharmacy college with 100 students, one women polytechnic with 80 students, one industrial training school with 120 students and 3 Arts and Science Colleges with 6870 students and one training college with 100 students.

In Malabar region alone, the community is having 16 primary schools, 9 upper primary schools, 5 high schools, 3 higher secondary school and two colleges. At present under the various educational institutions of the Knanaya Community quality education is imparted to students throughout and outside the

state of Kerala. Here is the invariable relevance of P.K.M College as a training institution moulding the prospective teachers for the community in particular and society at large. Former students belonging to this community have been absorbed in different institutions either as Heads or as assistants run by the Corporate Educational Agency. Therefore with all humility, we bow our heads before the Almighty for having blessed us to be the harbingers of educational and cultural renaissance in the society of Kerala at large.

History of the College

Dedicated to the sacred Heart of Jesus, the patron of the Archeparchy of Kottayam, the college is named after Prof. Joseph Kandoth, a great visionary and “social reformer” who initiated the exodus of a part of the Knanaya Community from Central Travancore to the green pastures of north Malabar. This temple of teacher education is the realization of the cherished dream of a great teacher, our Founder Mar. Kuriakose Kunnacherry, the Arch Bishop (Emeritus) of Kottayam. It was because of the untiring efforts of Rev. Fr. Stephen Jayaraj OFM (Cap.), the then Vicar General of Malabar and the timely help by Sri. K.M. Mani, the Revenue Ministers and Sri. Oommen Chandi, the then Finance Minister and the present Chief Minister of Kerala that this college, a beacon of hope for the less privileged became a reality in the gentle undulations of a rustic Village called Madampam.

The college was inaugurated on 17th June, 1995 by the Founder Mar. Kuriakose Kunnacherry in an old building of Maryland High school. In 1996

it was shifted to the edifice on a hilltop sprawling in 10 acres of land, conspicuously unique for its semi-circular form, in tune with the undulating hills.

On 31st March 1997 this self-financing college was converted into an aided college, provisional affiliation was changed to permanent affiliation from 18th Oct. 2004 onwards. The U.G.C. recognized the 2(f) and 12(B) status on 31st March 2005. The college was accredited by NAAC with “A” grade in the year 2006.

Fr. Stephen Jayaraj OFM (Cap) the vicar General of Malabar was the founder manager and he was followed by Rev. Dr. Msgr. Jacob Kollamparambil, vicar General of the Eparchy of Kottayam in 1997. The present manager is Mar. Joseph Pandaraseeril, the auxiliary Bishop of Kottayam and pro-manager is Very Rev. Fr. Abraham Parambettu.

Prof. Philip Kanduthodiyil assumed charge as the first principal in June 1995. In 1997 Prof. C.N. Balakrishnan Nambiar was appointed as principal. Rev Fr. P.J. George was the principal from 2003 to 2007; and Dr Babu Kochamkunnel was the principal from 2009 to 2014. Dr Stephen T A is the present principal of the college from 2014 onwards. Mrs. Maya J. Pillai (1996 – 97) and Dr. Anil R. (2001 – 2003) served the institution as Lecturers – in – charge of Principal.

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

pioneer vibrant social nobility in the agrarian community. In the history of Catholic Church of Kerala to name an educational institution after a layman is indeed, an innovative and revolutionary step.

Crowning a rustic hillock in a majestic splendour and set against the lush green sylvan ambiance the college has ahead indelibly imprinted a noble legacy of a decade in the educational scenario of Northern Malabar.

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

Our faculty members are well qualified with six out of nine faculty members with PhD; two of them are recognized research guides in the university; and all of them keep abreast with the latest trends by attending training programme, workshops and conferences.

A) Profile of the Institution

1. Name and address of the Institution

PKM College of Education

Madampam, Sreekandapuram

Kannur, KERALA - 670631

2. Website URL: www.pkmcedn.com

Email: pkmcedn@yahoo.co.in

3. For Communication

Office

Name	Telephone number	Fax	E-mail
Principal	04602232449	04602232449	stephenpkm@rediffmail.com
Self-appraisal Co-ordinator	04602230929	04602232449	dranil@live.com

Residence

Name	Telephone number with STD code	Mobile Number
Principal	09447124470	09447124470
Self-appraisal Co-ordinator	09447027990	09447027990

4. Location of the Institution

Urban ☐ Semi-Urban ☐ Rural ☒ Tribal ☐

5. Campus area in acres

5 acres

Is it a recognized minority institution?

Yes

☒

No

☐

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	1995

8. University/Board to which the institution is affiliated:

KANNUR UNIVERSITY

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
03	2005

Month & Year

12B

MM	YYYY
03	2005

10. Type of Institution	i. Government	<input type="checkbox"/>
	ii. Grant-in-aid	<input checked="" type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	iv. Self-financed	<input type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	iii. Co-education	<input checked="" type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input type="checkbox"/>
	iv. Affiliated College	<input checked="" type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specify and indicate)	<input type="checkbox"/>

11. Does the University / State Education Act have provision for autonomy?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐ NA

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary	B Ed.	BA, B Sc	Degree	One Year	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

YES	√	NO	
-----	---	----	--

Mission

YES	√	NO	
-----	---	----	--

Values

YES	√	NO	
-----	---	----	--

Objectives

YES	√	NO	
-----	---	----	--

- a) Does the institution offer self-financed programme(s)?

If yes,

Yes		No	√
-----	--	----	---

- a) How many programmes?

NA

- b) Fee charged per programme

NA

2. Are there programmes with semester system

YES (B Ed.)

3. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

YES	√	NO	
-----	---	----	--

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

6

4. Number of methods/elective options (programme wise)

D.Ed.	NA
B.Ed.	6
M.Ed. (Full Time)	NA
M.Ed. (Part Time)	NA
Any other (specify and indicate)	NIL

5. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	NA
--------	----

6. Are there Programmes where assessment of teachers by the students has been introduced

YES	√	NO	
-----	---	----	--

Number	1
--------	---

7. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	NA
--------	----

8. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	YES	√	NO	
• Academic peers	YES	√	NO	

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- Alumni

YES	√	NO	
-----	---	----	--

- Students

YES	√	NO	
-----	---	----	--

9. Employers

YES	√	NO	
-----	---	----	--

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

New Programmes are introduced by the state government and the university
--

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

Yes		No	√
-----	--	----	---

Number	NA	
--------	----	--

12. Are there courses in which major syllabus revision was done during the last five years?

Yes		No	√
-----	--	----	---

Number	NA
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes

√

 No

--

14. Does the institution encourage the faculty to prepare course outlines?

Yes

√

 No

--

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution ☐

b) Common entrance test conducted by the
University/Government ☒

c) Through an interview ☐

d) Entrance test and interview ☐

e) Merit at the qualifying examination ☒

f) Any other (specify and indicate) ☐

(If more than one method is followed, kindly specify the weightages) ☐

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year

25.11.2013

b) Date of last admission

12.12.2013

c) Date of closing of the academic year

14.11.2013

d) Total teaching days

183

e) Total working days

192

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	14	86	100	6	57	63	8	29	37
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

If yes, how many?

NA

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

28618.16/-

b) Unit cost including salary component

1670000.05/-

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	94	53	82	40
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	68	22	10
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 40

b) Minimum number of pre-practice teaching lessons given by each student 25

11. Practice Teaching at School

a) Number of schools identified for practice teaching 10

b) Total number of practice teaching days 40

c) Minimum number of practice teaching lessons given by each student 30

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 5	No. of Lessons Pre-practice teaching	No. 5
------------------------------	-------	--------------------------------------	-------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes √ No

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14. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	20 (Theory) 50 (Practical)	80 (Theory) 50 (Practical)
M.Ed. (Full Time)	N A	N A
M.Ed. (Part Time)	N A	N A

16. Examinations

a) Number of sectional tests held for each paper

b) Number of assignments for each paper

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	68
Intranet	√	
Internet	√	35
Software / courseware (CDs)	√	150
Audio resources	√	10
Video resources	√	15
Teaching Aids and other related materials	√	45
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	One
--------	-----

19. Does the institution offer computer science as a subject?

Yes		No	✓
-----	--	----	---

If yes, is it offered as a compulsory or optional paper?

Compulsory ☐ Optional ☐

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	6	67	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes	✓	No	1
-----	---	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC Minor Project	60,000	2 years	Nil

3. Number of completed research projects during last three years.

5

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

✓
✓

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5. Does the institution provide financial support to research scholars?

Yes

☒

No

☐

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

4

b. M.Phil.

NIL

7. Does the institution support student research projects (UG & PG)?

Yes

☒

No

☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
National journals – referred papers	<input type="checkbox"/>	<input type="checkbox"/>	15
Non referred papers	<input type="checkbox"/>	<input type="checkbox"/>	
Academic articles in reputed magazines/news papers	<input type="checkbox"/>	<input type="checkbox"/>	
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Any other (specify and indicate) Proceedings in conferences/seminars	<input checked="" type="checkbox"/>	<input type="checkbox"/>	37

9. Are there awards, recognition, patents etc received by the faculty?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	2
--------	---

10. Number of papers presented by the faculty and students (during last five years):

National seminars

50

5

International seminars

18

Any other academic forum

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

☒

Print materials

☒

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.)

☐

Digitalized (Computer aided instructional materials)

☒

Question bank

☒

Any other (specify and indicate)

☐

12. Does the institution have a designated person for extension activities?

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

13. Are there NSS and NCC programmes in the institution?

Yes

☐

No

☒

14. Are there any other outreach programmes provided by the institution?

Yes

☒

No

☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

5

16. Does the institution provide consultancy services?

Yes

☒

No

☐

In case of paid consultancy what is the net amount generated during last three years.

No

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

668.07

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
b) Psychology lab	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> 1
c) Science Lab(s)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> 2
d) Education Technology lab	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> 1
e) Computer lab	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> 1
f) Workshop for preparing teaching aids	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> 1

3. How many Computer terminals are available with the institution?

68

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

56254/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

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19200/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

13600/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/ financial year?

850000

8. Has the institution developed computer-aided learning packages?

Yes

☐

No

☒

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
3	5		
5	9		

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
	1		

11. a. Number of regular and permanent teachers

(Gender-wise)

Asst Prof

Associate Prof

Professors

Open Reserved

M	F	M	F
1	3		
M	F	M	F
2	2		
M	F	M	F

- b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open

Reserved

M	F	M	F
	1		

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Lecturers

Readers

M	F	M	F
M	F	M	F

Professors

c. Number of teachers from

Same state

8

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	N A
B.Ed.	1:11
M.Ed. (Full Time)	N A
M.Ed. (Part Time)	N A

13. a. Non-teaching staff

Permanent

Open Reserved

M	F	M	F
5	9		

Temporary

b. Technical Assistants

Permanent

M	F	M	F

Temporary

M	F	M	F

14. Ratio of Teaching - non-teaching staff

1:1.5

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

Rs. 8344566 (63%)

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SAR 2015

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

9.00 am to 5.00 pm

On holidays

9.00 am to 4.30 pm

During examinations

8.30 am to 6.30 pm

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

19. Total collection of the following in the library

a. Books

6315

- Textbooks

330

- Reference books

787

b. Magazines

21

e. Journals subscribed

- Indian journals

22

- Foreign journals

f. Peer reviewed journals

5

g. Back volumes of journals

20

h. E-information resources

- Online journals/e-journals (N-List)

6000 e. journals

- CDs/ DVDs

150

- Databases

- Video Cassettes

- Audio Cassettes

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20. Mention the

Total carpet area of the Library (in sq. mts.)

185.61

Seating capacity of the Reading room

32

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

✓

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation / information literacy

Any other (please specify and indicate)

Digital Library

Inflibnet N List

Question Paper File

✓
✓
✓
✓
✓
✓
✓
✓
✓
✓
✓
✓

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

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SAR 2015

24. Furnish information on the following

Average number of books issued/returned per day

22

Maximum number of days books are permitted to be retained

by students

10 days

by faculty

30 days

Maximum number of books permitted for issue

for students

3 books

for faculty

5 books

Average number of users who visited/consulted per month

120 users

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

60 book (1:60)

25. What is the percentage of library budget in relation to total budget of the institution

1.02 %

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I(2011-2012)		II(2012-2013)		III(2013-2014)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	12	2075/-	75	3500/-	110	44050/-
Other books						
Journals/ Periodicals	7 11	3850/- 3891/-	5 13	2845/- 4361/-	17 9	18135/- 4421/-
Any others specify and indicate						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	1	1	1
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor?

10

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	93.9	88.7	97.9						
Number of first classes	56	58	74						
Number of distinctions	1	1	4						
Exemplary performances (Gold Medal and university ranks)		1 st & 3 rd Ranks	2 nd & 3 rd Ranks						

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET		5	2
SLET/SET	7	10	4
Any other (TET)			2

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I (2011-12)	II (2012-13)	III (2013-14)
Merit Scholarship	30	32	34
Merit-cum-means scholarship			
Fee concession	26	42	59
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Non-teaching staff	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

10. Does the institution provide Hostel facility for its students?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, number of students residing in hostels

Men

Nil

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR 2015

Women

25

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

13. A	Yes	✓	No		ms for men
	Yes	✓	No		

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		1	✓		2
Inter-university						
National						
Any other (specify and indicate)						

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SAR 2015

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	9 (Students in the extension programme of badminton coaching)	4
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2000

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	15	10	
Employment (Total)	3	3	
Teaching	24	13	

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SAR 2015

Non teaching			
--------------	--	--	--

23. Is there a placement cell in the institution?

Yes

☒

No

☐

If yes, how many students were employed through placement cell during the past three years.

Placement as referred and intimated by placement cell

1 (2011-12)	2(2012-13)	3 (2013-14)
5	7	13

24. Does the institution provide the following guidance and counseling services to students?

Yes No

• Academic guidance and Counseling

☒
☐

• Personal Counseling

☒
☐

• Career Counseling

☒
☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

☒

No

☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Half Yearly
Staff council	Once in a month
IQAC/or any other similar body/committee	Once in three months

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SAR 2015

Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
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3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes	✓	No	
Other (specify and indicate)	Yes		No	✓

4. Number of career development programmes made available for non-teaching staff during the last three years

3

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

One

- b. Number of teachers who were sponsored for professional development programmes by the institution

National	NIL		
International	NIL		

- c. Number of faculty development programmes organized by the Institution:

2

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

National Level

4
3

State/Regional

Institutional/Departmental

30

e. Research development programmes attended by the faculty

Yr. 1	Yr. 2	Yr. 3
1	1	1

f. Invited/endowment lectures at the institution

Yr. 1	Yr. 2	Yr. 3
8	8	9

Any other area (specify the programme and indicate)

Yr. 1	Yr. 2	Yr. 3
2	3	3

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

6

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SAR 2015

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	321000
Fees	389000
Donation	357000
Self-funded courses	N A
Any other (UGC, Salary)	14959420

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	11502064	13015000
% spent on the salary of faculty	7145416 (62%)	8344566 (63%)
% spent on the salary of non-teaching employees	3196023 (27%)	3951950 (30%)
% spent on books and journals	1076 (0.1%)	66602 (0.1%)
% spent on developmental activities (expansion of building)	-	500000 (3.8%)
% spent on telephone, electricity and water	50812 (0.4%)	73205 (1%)
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	932637 (8.1%)	47412 (0.1%)
% spent on maintenance of equipment, teaching aids, contingency etc.	90400 (1%)	12500 (0.1%)
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	150000 (1.3%)	112500 (0.1%)
% spent on travel	16470 (0.1%)	6265 (0.04%)
Any other (specify and indicate)	-	-
Total expenditure incurred	11502064	13015000

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
NIL	NIL
NIL	NIL
NIL	50000

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/ Technology supported activities/ units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?
- Yes ☒ No ☐
16. Are all the decisions taken by the institution during the last three years approved by a competent authority?
- Yes ☒ No ☐
17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?
- Yes ☒ No ☐
18. Is a grievance redressal mechanism in vogue in the institution?
- a) For teachers ☒
- b) For students ☒
- c) For non - teaching staff ☒
19. Are there any ongoing legal disputes pertaining to the institution?
- Yes ☐ No ☒
20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
- Yes ☒ No ☐
21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?
- Yes ☒ No ☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	-		13	13
b	ST	-		5	5
c	OBC	6	6	38	38
d	Physically challenged	1	1		
e	General Category	8	8	29	29
f	Rural				
g	Urban				
h	Any other (specify) OEC			1	1

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC	2			
d	Women	6		9	
e	Physically challenged				
f	General Category	3		5	
g	Any other				

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR 2015

	(specify)				
--	------------	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	4	2	10	13
ST			4	5
OBC	6	2	40	44
Physically challenged				
General Category	4	2	45	37
Rural				
Urban				
Any other (specify)OEC			1	1

EXECUTIVE SUMMARY AND SWOT ANALYSIS **OF THE INSTITUTION**

P.K.M College of Education was established in the year 1995 and is owned and managed by the Knanaya Catholic community (minority community), Arch Diocese of Kottayam, Kerala. Dedicated to the sacred Heart of Jesus, the college is named after Prof. Joseph Kandoth, a great visionary and “social reformer” who initiated the exodus of a part of the Knanaya Community from Central Travancore to the green pastures of north Malabar.

The college aims to train the graduates to be the light of the world to dispel the darkness of ignorance, illiteracy and underdevelopments and transform them as persons of deep faith in God and in themselves, for commitment and service towards building up a just and humane society in a world of alienation and competition. The quest for excellence and commitment in service is highlighted in the vision and mission of the college.

The vision of the college is **“Excellence and Committed Service in Every Realm of Teaching Endeavour”**. The college strives to develop itself into a world class institution, a resource center and knowledge hub in the field of teacher education. The wide range of programmes and experiences offered to the students help to develop in them intellectual and professional competencies, moral uprightness, psychological integration, and social commitment, instilling national and spiritual values to meet the challenges and needs of the changing world. The approaches in teaching, the emphasis in research and the extension and consultancy provided in the college aims to generate a new work culture for improving practices of education. The institution has good physical infrastructure and human resources, and effectively utilizes them for sustaining excellence in teacher education.

The college is co-educational and admits 100 students to the B Ed course through the admission procedure laid down by the government of Kerala. The college is affiliated to Kannur University, Kannur and follows the curriculum prescribed by the university. The institution is recognized by the UGC under section 2 (f) and 12 (B) of the UGC Act and also by NCTE. The institution was conferred minority status by the National Commission for Minority Education Institutions in 2010 (F No. 137/2009/46115). The college was accredited by NAAC with “A Grade” in the year 2006. The college, despite a short history of twenty years has played a significant role as a leading institution of teacher education and in moulding future teachers.

The college is a temple of learning with a difference among the scores of educational institutions run by the Knanaya Catholic Community in Kerala. Innumerable are the services rendered by the community to the Kerala Society, especially in the educational field. At present this minority community runs 60 primary schools over 10060 students, 31 upper primary schools with 8698 students, 23 high schools having 12074 students, 12 higher secondary schools with 3835 students, 2 nursing colleges with 210 students and one pharmacy college with 100 students, one women polytechnic with 80 students, one industrial training school with 120 students and 3 Arts and Science Colleges with 6870 students and one training college with 100 students. At present under the various educational institutions of the Knanaya Community quality education is imparted to students throughout and outside the state of Kerala. Here is the invariable relevance of P.K.M College as a training institution moulding the prospective teachers for the community in particular and society at large. Therefore with all humility, we bow our heads before the Almighty for having blessed us to be the harbingers of educational and cultural renaissance in the society of Kerala at large.

The college is located in Madampam, a remote and hilly area under Sreekandapuram municipality in the Sreekandapuram –Iritty state highway, three kilometers from Sreekandapuram town near the Thumbeni shrine. Crowning a rustic hillock in a majestic splendor and set against the lush green sylvan ambiance, the college has indelibly imprinted a noble legacy in the educational scenario of northern Malabar.

COLLEGE MILESTONES

June 1995	College was inaugurated by the Founder Mar Kuriakose Kunnachery in an old building of Maryland High School, Madampam
June 1995	Prof. Philip Kandathodiyil assumes charge as the first Principal
June 1996	The College was shifted to the edifice on the hilltop sprawling in five acres of land, conspicuously unique for its semi-circular form, in tune with the undulating hills
31 March 1997	The College was converted into an aided college under Kannur University.
1997	Prof C N Balakrishnan Nambiar was appointed as the Principal
1998	Msgr.Dr.Jacob Kollaparambil assumes charge as the manager of the college
1999	His Grace Mar Mathew Mollakattu assumes charge as the manager of the college
1 Feb 2003	Rev Fr P J George assumed the office as Principal of the college
18 Oct. 2004	The College was granted permanent affiliation form Kannur University.
2004	The college library gets automated with Bookmagic 4.0

2006	His Excellency Mar Joseph Pandarasseril assumes charge as the manager of the college
31 March 2005	The College was recognized by UGC under 2 (f) and 12 (B) of the UGC Act.
21 May 2006	College gets accredited by NAAC with “A Grade”
1 April 2009	Dr Babu Kochamkunnel appointed as Principal of the college
2010	The college establishes UGC Network Resource center
25 May 2010	The College joins the N-list executed by INFLIBNET
28 Sep 2010	The College conferred minority status
2012	Miss Anju Jose secured second rank in the Kannur University B Ed examination
2013	Mrs. O P Praseetha secured second rank in the Kannur University B Ed examination Miss Amitha Sivan secured third rank in the Kannur University B Ed examination
1 April 2014	Dr Stephen T A assumes the office as Principal of the college

SWOT ANALYSIS

Strength:

- **Tradition and Reputation of the Institution and management**
- **Benevolent and Encouraging Management**
- **Well Qualified and Professionally competent faculty**
- **Skilled and committed administrative staff**
- **Excellent infrastructure with smart classrooms**
- **Solar power system for Energy conservation**
- **Resourceful and Fully automated library**
- **Free internet facility for staff and students**

- Clean, green and Eco-friendly environment
- Research culture for professional excellence
- Support and encouragement from Principal and management for faculty development
- IQAC with enthusiasm and leadership
- Coaching and Remedial programmes
- Extension and Consultancy Services

Weaknesses:

- Limited land area for further development
- Lack of flexibility in the curriculum (being an affiliated college)
- Lag in admission process due to CAP from state government
- Lack of academic autonomy for the institution
- Unable to get sanction for M Ed course
- Developing the institution as a research centre is still a dream

Opportunity:

- Attaining institutional autonomy
- Developing as an institution with potential for excellence
- Establishing a research centre
- Autonomy in curriculum construction and academic transaction
- Improving institution-community network
- Capacity to undertake research projects
- Involvement in community oriented and social extension activities

Threats/Challenges:

- Deterioration in the quality of students opting for teaching profession
- Mushrooming of unaided colleges of teacher education
- Improper timing of the course due to centralized allotment process
- Lack of lucrative opportunities in teaching profession.

VISION FOR THE FUTURE

- Attain the status of an autonomous institution
- Elevate the status of the college to an Institution with Potential for Excellence
- To attain cent percent doctorate degree faculty
- Establish a Research Centre in the college
- Global networking twinning of the college
- Develop the institution into a world class centre of education – *a college of teacher education with a difference.*

The College was accredited in the year 2006 with “A” Grade by NAAC. This institution is committed to uphold the value framework of NAAC and quality dimension of the higher education system, especially in the realm of teacher education. The college strives to promote and sustain concern for quality, advancement in technology and development of global competencies. The teacher education programme has a sound edification of human values and morals, aiming for the practice and to promotion of fundamental values among prospective teachers. The college has the potential both infrastructural and human resource for enhancing the global competence of its students.

We continue our striving for development and excellence and the quest to keep abreast with the latest developments in the field of teacher education.

CRITERIA ONE

CURRICULAR ASPECTS

CONTENTS

Sl. No		Page No.
1	CURRICULAR DESIGN AND DEVELOPMENT	39
2	ACADEMIC FLEXIBILITY	45
3	FEEDBACK ON CURRICULUM	49
4	CURRICULUM UPDATE	53
5	BEST PRACTICES IN CURRICULAR ASPECTS	54

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

P.K.M College of Education established in 1995, is dedicated to the sacred heart of Jesus. The college is named after Prof. Joseph Kandoth, a great visionary and social reformer who initiated the exodus of a part of the Knanaya community from Central Travancore to the green pastures of Malabar. This temple of learning is the realization of the cherished dream of a great teacher, our founder, Mar Kuriakose Kunnachery, the Arch Bishop of Kottayam, to establish the college as a beacon of hope for the less privileged in the gentle undulations of the rustic village of Madampam.

The college aims to train the graduates to be the light of the world to dispel the darkness of ignorance, illiteracy and underdevelopments and transform them as persons of deep faith in God and in themselves, for commitment and service towards building up a just and humane society in a world of alienation and competition. The college seeks to develop the following in our student teachers:

- Develop professional scholarship, academic and research competencies, and communication skills.
- To have the holistic development of the individual in relation to society and world at large.
- To motivate the teacher trainees to serve the nation in general and the local community in particular.
- To form skillful, learned and dedicated teachers committed to the cause of national development and education.
- To instill the national and spiritual values.
- Inculcate values of moral uprightness, dignity of labour, social commitment and noble character.
- Develop an attitude of reconciliation between man and man and nature

- Evolve a close – knit network with the local people, educational institutions and the college administration through appropriate schemes so that the student teachers are ensured of their overall development.

General Objectives:

The general objectives of the institution are focused with the attempt so that the students will strive to acquire:

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

Specific Objectives

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

- To be a resource centre, this guides the academic path of the neighbouring schools, and teachers, and of the corporate management institutions.
- To give formation to prospective teachers who are fully competent and committed to meet the educational needs of northern Malabar
- To continue the academic excellence among the teacher education centers of Kannur University.
- To be a beacon of hope to which all the educationally marginalized people can turn for interaction and guidance.

- To help the local community to make use of the resources of the institution for the socio-economic and educational development.
- To form research oriented faculty with cent percent doctoral degree
- To develop the institution into a research centre.

The objectives of the institution can be achieved by:

- Creating awareness of the objectives of the institution and requirements for their fulfillment.
- Sensitizing the students about moral, political and social issues through the course.
- Through the functioning of different clubs, college union, different committees, and women cell.
- Fieldtrips and awareness programmes conducted by optional classes serve this purpose.
- Giving opportunity for the student teachers to present papers in seminars, conference, with proper guidance and support of faculty.

Intellectual, Academic and Training

The first objective of the institution is to develop a community of teachers who are professionally competent with a deep sense of commitment to their vocation. For this, modern and flexible designs of process oriented and constructivist teaching manuals for various optional subjects are developed and practiced. Demonstration classes by subject experts from SCERT, leading schools and institutions, eminent Alumni members, etc are arranged for our students. Teaching techniques like peer tutoring, team teaching, seminars, assignments, quiz programmes, guided library works, student centered activity, and method of cooperative learning, brain storming and debate are followed in the transaction of the curriculum. Special care is taken to equip the students with the latest knowledge and practice of ICT mediated teaching techniques like power point presentation, use of language lab, science lab, computer lab and smart board. Apart from transacting curriculum prescribed by the university, classes on development of soft skills, life skills, English language proficiency, numerical ability, and

computer training and curricular guidance are included in the programme for achieving these objectives.

The institution utilizes the resources for the holistic development of individuals in building scholars with a view to the demands of twenty first century. The students are equipped with talent innovation in teaching - learning and research methodology. Ideal citizenship requires self-discipline, awareness of social responsibilities, and a scientific temper. Through various programmes run by the college, to a greater extent we have tried to achieve these goals.

Equity and Access to the Disadvantaged

The college provides equal opportunity to all irrespective of caste, colour, creed, gender, social status, and language. The guidelines of the government are strictly followed in the admission procedure including reservation for various categories. The institution provides scholarship for our students utilizing the e-grants, minority grants and stipends from state government and other departments. Admission to the management seats is done by considering the minority community status and socio-economic disadvantages of the candidates. Special scholarships are instituted for the deserving students by the management. Students from different socio-economic and religious strata are also admitted and given substantial help to become efficient teachers.

The institution ensures equity by house- system. Different houses are formed and students are distributed uniformly. The teacher educators drive to bring students on same platform despite of inequality on the basis of which they have been graded. The students of different houses are encouraged for inter house competition at regular intervals to develop their interpersonal skills along with the academic qualifications.

Self Development as Objective

The institution gives guidelines to the students and promotes personal responsibility for their own growth. The institution provides every facility for the holistic development of individuals. It is the duty of every individual to utilize them for their optimum development.

Communal Harmony and National Development as Objectives

Every effort to celebrate the diversity of our nation with its different cultures, religions and languages is undertaken in the institution. The celebrations aim to integrate economic, social and environment objectives for welfare and all around development of the national community. Activities of different clubs and union are aimed at developing these objectives.

Issues of Ecology and Environment

The institution has a mission for conservation, preservation and protection of the environment offered and striving towards a life in perfect harmony with nature. To achieve this objective teacher trainees are made conscientious to the need of eco friendly and sustainable development through the courses offered in the college and through various other programmes. The eco club of the college also observes days of importance like world environment day, world environment week and conduct eco tours.

Nature Camps and other environments programmes, campus cleaning, green campus initiative, minimizing the use of plastic carry bags and promotion of bio-farming are encouraged.

Value Orientation

Value orientation is very much important for students in their lives because it plays a crucial role in the development of their personality. The institution includes various indoor and outdoor activities for value orientation of the students. Daily morning assembly and thought of the day, celebrating birthdays of the prominent Indian leaders and educationists, and remembering their achievements through various competitions like debate, quiz etc. Institution celebrates festivals of all religions so as to spread communal harmony among the diverse religious students. These programmes benefit in the physical, mental, ethical growth and development of qualities of truthfulness, obedience, honesty, self confidence, justification, patience, firmness, submissiveness etc which build good character. To inculcate values in the students, value education sessions are also conducted.

Employment as Objectives

- To develop professional or teaching skills and systematized new techniques necessary for the teaching profession.
- To give understanding of facts, methods, ethics and scientific principles involved in the profession.
- Formulating plan for conducting various activities in the institution for their overall development.
- To develop professional competency to make a living or thereby to benefit community or society.
- To develop academic and administrative skills and competencies for exerting academic and administrative responsibility.
- To cultivate respect and love for team work.
- To inculcate the spirit of modernization and innovation.
- To develop a sense of self reliance among the students.
- To develop useful personality traits such as co-cooperativeness, hard work, national integrity, commitment to social welfare etc.

Global Trends and Demands

The institution take care of updating about the recent changes taking place at global level by providing information about

- National and international current events through news magazines.
- Global trends in the field of education and research
- Influences of corporate world in education and recent works for the development of research and education. Through daily news papers, weekly and monthly educational magazines, organizing events such as symposium, workshops etc and through special lectures by expert guest faculty. Global trends and demands as objectives can be achieved by giving them facility of internet, news magazines, and books.

1.2 ACADEMIC FLEXIBILITY

As the institution is an affiliated college under Kannur University, there is limited scope for academic autonomy and flexibility. However, the college tries to be flexible by providing the students freedom in their choice of SUPW activities, selection of practice teaching schools and curriculum transaction. The college offers value education, computer education, development of technological skills, personality development, communicative skills development etc. Demonstration class, criticism classes simulated teaching and observation of school practices provide the student teachers ample opportunities for effective practice. All criticism classes and teaching practices are specially reflection oriented.

Constructivist lesson formats promoting reflection in teaching is used during teacher training. While filling the assessment/response column of each lesson, self-reflection about each lesson is done.

- During teaching practice peer review of classes provides ample opportunities for reflection.
- Reflection sessions are arranged on Saturday's during teaching practice.
- An experience sharing session for students is held in the college after internship/teaching practice which serves as a reflective session for them.
- Periodic evaluation in the form of terminal examinations, assignments, seminars, projects are held. Feedback enables the students to reflect upon their performance. The institution offers complementary services like guidance and counseling to the nearby rural area. Literary awareness class and women empowerment programmes for the self help groups are also arranged as extension activities.

The various activities undertaken within the campus that facilitate flexibility are:

- ❖ Personality development programmes like training in soft skills, life skills etc.
- ❖ Optional wise co curricular activities like field trips, class meetings, manuscript magazine, projects etc.
- ❖ A variety of teaching techniques like seminars, discussions, assignments, co-operative learning, brain storming etc.

- ❖ Debate and discussion on current issues.
- ❖ Sports and games activities.
- ❖ Celebrating arts day and college day.
- ❖ Preparation of college magazines
- ❖ Health care activities like yoga practice, meditation and other physical exercises.
- ❖ Participation in inter collegiate arts and sports competition.
- ❖ Field trips and study tours to various destinations of academic importance.
- ❖ Social extensions programmes.
- ❖ Organization of various co-curricular activities in schools by students during their teaching practice. They also serve as judges in competitions and exhibitions conducted in schools.
- ❖ Student teachers are given sufficient freedom in individual development and they are permitted to utilize available resources in the institution in practicing and developing of skills.

Interdisciplinary/ Multidisciplinary

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

Multi Skill Development

The college concentrates on organizing need based multi skill development programmes. Apart from teaching skills, a number of programmes for the development of social skills, communicative skills, thinking skills, computer skills, skills in sports and arts, life skills and soft skills are organized every year.

Inclusive Education

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

Practice Teaching

Nearly sixty days of intensive pre-practice preparation which includes a minimum of five discussion lessons, five demonstration lessons and a minimum of ten criticism classes by all students and sufficient understanding (acquisition of skills) in microteaching are the pre-requisite for students who are going for practice teaching. Every student has to spend 7 weeks in their practice teaching schools.

Internship take a total of 30 lessons in their respective subject i.e. 15 lesson in the 8th and 15 in the 9th standards In addition to this, each student teacher has to take 3 physical education lessons. Every student teacher has a co-operative teacher in their concerned subject and he/she is supposed to observe all the classes and evaluates the class using the evaluation proforma given. There is pre-lesson and post lesson discussion with the co-operative teacher and he/she gives necessary remarks, suggestions and feedback.

The total period of practice teaching is divided in to 3 phases i.e. the first 10 lessons are to be completed in the first phase, the second 10 in the second phase and the remaining 10 in the third phase. The optional teacher visits and observes the classes of every student at least 3 times i.e. one on each phase. He/she observes the class throughout the period (45 minutes). Soon after the class, he/she makes a detailed discussion with the students and gives necessary

feed back to improve the class. He/she also consults with the concerned teachers of the school. The principal, teacher of physical education and the teacher of education also make periodical visits to supervise them. Students are expected to follow and practice the right methods, techniques and strategies in tune with the prescribed activity oriented approach using appropriate learning aids. At the end of 15 lessons, each student is expected to administer a unit test in each standard according to a test design and blueprint. Diagnoses the difficulties and give remedial teaching after the test. For this every student prepares a diagnostic chart and 2 or 3 remedial lesson plans.

School Experience/Internship

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

The prime objective of practice teaching period is to get the actual school experience for the student teachers. In order to attain these objectives in its full extent seven weeks (40 days) are allotted for internship. Usually, the internship is scheduled in the second term in which much of the co-curricular competitions, like youth festivals, sports meets etc. are held in schools. Our student teachers have to reach the school at least 15 minutes before the school time and remain there till evening. They have a separate register to sign both in the forenoon and afternoon and the head master verifies their attendance every day. During practice teaching, they also render their service to their co operative schools by organizing useful work like arranging laboratory, library, campus cleaning, celebrating days of importance conducting different competitions, social survey, action research, case study, projects etc. After the successful completion of internship the Headmaster gives a report about their performance in the school along with their attendance, duly filled in the prescribed proforma.

Work Experience/SUPW

Socially useful productive work is an integral part of the curriculum and weekly periods are allotted for this. Every student has to maintain an SUPW record for evaluation for which 25 marks are set apart in the practicum. Through SUPW activities we intent to develop

values of real life, dignity of labour and proper utilization of our leisure time. SUPW includes both product and service activities like book binding, making interior decoration items, cooking and embroidery and services like campus beautification and gardening, social survey etc.

Information And Communication Technology

Information and Communication technology is part of the core paper III in the B.Ed curriculum, *Trends and Developments In Modern Educational Practice*. This signifies the need and importance of I.C.T, in education. Computer education is compulsory for all students. The student teachers should maintain a record for educational technology and is credited with 25 marks. The college offers training for all students in basic computer skills. In addition to this the institution provides infrastructure like ICT enabled classrooms, equipped with L.C.D, interactive white board, computer and internet facilities. The college library is fully automated. The campus offers free internet service in the library, computer lab, faculty room, administrative room etc. L.C.D projectors are available in class rooms, computer lab and auditorium.

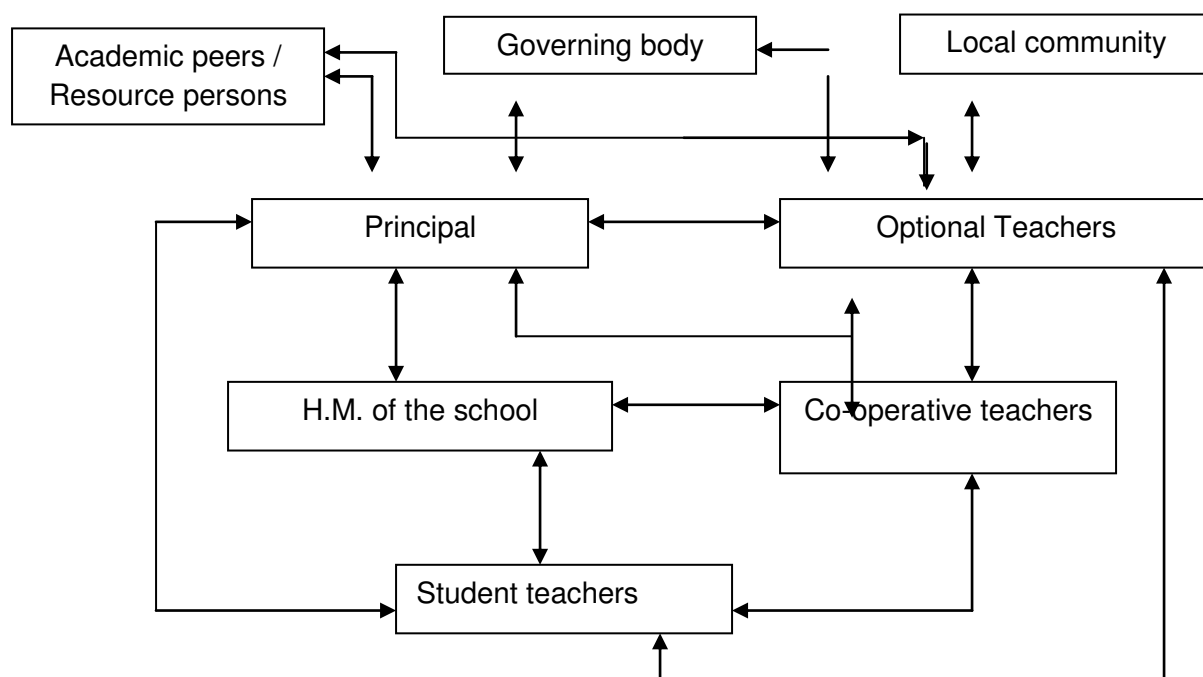
1.3 FEEDBACK ON CURRICULUM

The institution takes feedback from students on the courses, the teachers and the curriculum at regular intervals. Institution has various committees for effective actions to be taken on the basis of feedbacks obtained. Feedback from faculty members, students and other prominent bodies helps the institution for taking decision for every academic and administrative function. It is also useful for identifying the people to assign important responsibilities and the improvement of areas to work on from the need assessment and analysis of feedback.

The structure of feedback mechanism employed in the institution is shown in the figure.

FEEDBACK ON CURRICULUM

EVALUATION AND FEEDBACK MECHANISM



Faculty of the institution used to organize, special sessions or activities from students, alumni, employees, community, academic peers and other stake holders. Students are encouraged to participate for their independent feed back to assist the institution for curriculum development process.

- The quality of the curriculum is assessed on the basis of feedback from the students during their study periodically and again when they leave the college.
- There is an Alumni Association whose members are active and are following the progress of the college and offer their feedbacks. The college is also keeping in touch with our alumni's who are working in prominent institutions to obtain their feedback.
- Community feedback also flows to the college through members of P.T.A

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- The feedbacks received from the various sources mentioned above are transmitted to the concerned for consideration during periodical evaluation of the curriculum.
- The institution encourage feedback and communication from the students, Alumni, employers, community, academic peers and other stake holders with reference to the curriculum in the following way.

Representatives of various stake holders are included in the IQAC of the college so as to ensure their active and fruitful participation in the progress of the institution. Feedback obtained, from various stake holders is subjected to detailed analysis in the meeting of the teaching faculty and IQAC. Measures for improvement, if required, are decided at these meetings. The outcomes of this feedback are communicated to the academic bodies and professional organizations during the time of curriculum revision.

Different Sources of Feedbacks and Purpose Served

Sl. No	Sources of feedbacks	Purpose served
1	From students	To evaluate teachers, campus life, course and the curriculum and practice teaching (done at the end of every academic year) and general administration of the college
2	From Alumni	Suggestions regarding the functioning of the institution (at the time of get together) and sharing of experience.
3	From parents	To understand the expectations of parents regarding the functioning of the institution and periodic and post evaluation after the completion of the course.
4	From mentors	To evaluate the performance of student teachers during practice teaching. (Both from the teacher

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

		educator and the supervising teacher).
5	From the employers	To evaluate the quality performance of teachers in their schools who were trained from the institution.
6	From University/External Examination Board	To evaluate the general performance of student teachers in the college and the quality of curriculum transaction (obtained after practical examinations)
7	From academic peers	To give creative suggestions for general improvement of the college.

Feedback from students: Written feedback from students is obtained through a prescribed proforma. Oral feedback and feedback after a programme provide vital inputs for positive changes. Exit interviews are conducted at the end of an academic year to get a personal and detailed feedback regarding the institutional system from students.

Feedback from Alumni : Meeting of alumni association of the college is convened on second Saturday of January every year. It serves as a conducive platform for sharing their experiences and suggestions regarding the functioning of the institution.

Feedback from Parents : The college has a dynamically functioning Parent Teacher Association. The first annual general body of the PTA is scheduled after the completion of admission every year. In this meeting the office bearers of PTA are elected and curriculum of the programme is described to them in detail. Apart from the executive meeting of the PTA, the members are also invited to participate in all the major events held in the college during an academic year so as to have regular interactions with them. An awareness class is usually arranged at the beginning for the parents.

Feedback from mentors : Feedback from the concerned mentors of the student- teachers in the practice teaching schools are obtained through a proforma. The student- teachers are directed to develop lesson plan in consultation with the mentor teachers.

Feedback from heads of teaching practice schools: The head of the institution visits the practice teaching schools to meet the heads mentor teachers prior to practice teaching. The visit serves to provide an opportunity for personal interaction and general feedback regarding practice teaching in the previous years from the schools. After the practice teaching feedback from the heads of the practice teaching schools is also obtained through a proforma.

Feed back from the Employers : feedback is obtained from the employers about the quality of performance of teachers in their institutions who were trained in this college. This feedback is utilized to get clear insights into the quality of the course provided in the institution and revisions required, if any.

Feedback from university External Examination Board: feedback from the members of the University Board of practical examinations about the general performance of student teachers in the college and the quality of curriculum transaction is obtained orally after practical examinations.

Feedback from Academic Peers: the college took a lead role in establishing linkage with academic peers in all colleges of teacher education. The curriculum design is being done by the University. Last review was in 2004-05 and environmental education has been included in the course. The proposal, participation and deliberations of all faculty members were active in that process.

1.4 CURRICULUM UPDATE

P.K.M College of Education is affiliated to the Kannur University, and the institution is not authorized to make any significant changes in the curriculum, it has to be done by the University itself. The board of studies and faculty concerned in the university are making significant changes in the curriculum and syllabus from time to time.

In the college, the faculty members and the academic committee analyze the curricular revisions and suggestions and apprehensions raised are sent to the University. Our suggestions and opinions have been positively taken into consideration by the university authorities. Most of the faculty members are members of the board of studies; and faculty of education of the university. Our faculty members have also been chairman of board of studies of the

university. They have actively participated and involved in the curricular revision and syllabus modification in the university

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

The members of the faculty participated in a number of refresher and orientation programmes to adopt the best practices in teaching and for quality enhancement. The academic and non-academic measures like remedial teaching, arts and sports activities, researches, social projects etc are conducted every year. Students are given mentoring, guidance and counseling services on various academic and non-academic aspects. Every year students take initiative in the publication of college magazine and manuscript magazines which provide a platform for displaying their creative abilities through poems, stories and articles. The non- academic activities consists of celebration of national, international, regional and local days of importance in addition to Onam, Christmas etc. The college conducted a number of seminars and workshops for the development of curriculum.

Some of the best practices in curricular aspects include

- Morning assembly, thought of the day, news paper reading.
- Student research and action research
- Value orientation classes
- Academic monitoring system
- Award to the best student
- Motivating and guiding students to participate and present papers in seminars
- Arranging coaching classes
- Conducting class tests
- Use of I.C.T in class room teaching
- Active functioning of P.T.A
- Formation and functioning of different committees for the effective and efficient functioning of the college.
- Effective functioning of Library advisory committee.

ADDITIONAL INFORMATION:(

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

The NAAC Peer Team for the NAAC accreditation in their visit in 2006 made the following observations:

The vision and mission of the college are clearly stated and is exhibited at the entrance of the college. Admission to B Ed programme is done on the basis of marks secured in the qualifying examination according to the norms approved by the state government and the university. The college functions according to the norms prescribed by NCTE. The programme is run as per the syllabus prescribed by Kannur University. The college has taken special interest in conducting classes on computer fundamentals and usage of internet. The abilities of the students are identified based on aptitude and subject competency test, accordingly tutorial, remedial sessions, peer tutoring, group learning, and different club activities are planned for the students at different ability levels.

The college functions as per the academic calendar. Faculty members of the college are members of Board of Studies and core committees and are involved in restructuring the syllabi and schemes of Kannur University. Student teachers' performance is evaluated at two levels: (i) by academic peers/ Resource persons, Governing body, College Principal and headmaster/headmistress of the school and local community; (ii) by optional teachers and school teachers and student teachers.

The student teachers are provided intensive pre-practice preparation before going for the practice teaching. The teacher prepares a year plan and terminal plan for the timely and effective transaction of the curriculum. Special remedial coaching is given for educationally disadvantaged students identified through the aptitude cum subject competency test. Various committees function in the college to ensure the realization of specific goals of the institution.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

After the accreditation, the college has tried to sustain the initiatives through organisation of seminars and workshops on curriculum development; need assessment of the students; remedial and coaching programmes; academic monitoring system, collecting feedback from stakeholders; and use of ICT in classroom teaching. The faculty members in the college actively participates in the curriculum revision process and the college has initiated workshops and seminars for reforms in curriculum.

CRITERIA TWO
TEACHING, LEARNING AND
EVALUATION
CONTENTS

Sl. No		Page No.
1	ADMISSION PROCESS AND STUDENT PROFILE	57
2	CATERING TO DIVERSE NEEDS	60
3	TEACHING-LEARNING PROCESS	64
4	TEACHER QUALITY	70
5	EVALUATION PROCESS AND REFORMS	74
6	BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION	76

CRITERION II: TEACHING-LEARNING AND **EVALUATION**

2.1 ADMISSION PROCESS AND STUDENT PROFILE

Admission to B Ed course is done through a centralized allotment system of the government of Kerala. The admission procedure is started through notification by government in daily newspapers and website of LBS during the month of August/September. Kerala state government follows a transparent method of admission procedure for the B Ed course. Lal Bahadur Shastri (LBS) Center, which is the nodal agency appointed by Government of Kerala is entrusted for conducting the centralized allotment process of B.Ed. Candidate should visit www.lbscentre.in for online registration with personal and academic details. They should also take a printout of application which has to be filled and send to the L.B S by post. From the list of applied candidates LBS centre will prepare a rank list by considering merit and the options given by the students. Government norms for reservation in admissions are strictly followed and thus centralized admission procedure helps to ensure equitability. Fifteen percent of seats under management quota are filled from the college as per the norms applicable for minority community. College gives notification for management admission in the official website of institution and news papers. Admission to management quota are finalized by a committee specifically appointed by the governing body which consists of the manager, pro-manager, local manager, Principal and two nominees. The committee takes into account the merit of the candidate, community status, economic status and locality to which the candidate belongs. Three percent of seats are reserved for candidates with disabilities; out of which 50 % of seats are reserved for blind candidates (except for science optional). The seats for blind candidates are filled directly from the college through advertisement given in the daily newspapers.

Institution has no role in the preparation of rank list through centralized admission procedure of the state government, which ensures 100% equitability. The merit of student and reservation policy of government for various quotas/categories is ensured through this system.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

The number of students admitted under different category during the last three years is given below:

Year	Total Number of Students			Reserved								General			
	Male	Female	Total	SC		ST		OBC		Total		Male	Female	Total	
				M	F	M	F	M	F	M	F			M	F
2011-12	9	90	99	1	12		3	2	37	3	52	6	38	9	90
2012-13	6	94	100		10	1	3		42	1	55	5	39	6	94
2013-14	14	86	100		13		5	6	38	6	56	8	30	14	86

Year	Hindu		Christian		Muslim	
	Male	Female	Male	Female	Male	Female
2011-12	4	73	5	14		3
2012-13	2	76	4	16		2
2013-14	5	61	7	15	2	10

The admission procedure governed by the state follows a secular approach. Likewise religious, caste, creed or color discrimination is not allowed within the institution. Secular approach and cultural enrichment is always kept in mind while arranging various programmes in the institution. Celebration of national festivals, socially important days, activities of the college Union, thought for the day in the assemblies are some of the practices in the institution to cater the diverse needs of students.

Every year immediately after the admission, for the newly admitted students' aptitude for teaching is tested through a Teaching Aptitude Test. An orientation is given to the students regarding the programme, the courses, co-scholastic activities and the institution. The college

also assesses their entry learning level especially their competence in subject by administering a subject competency test. An orientation is given to the students regarding the B. Ed programme, including co-scholastic activities and also about the vision, rules and regulation of the institution. Students are intimated at the time of admission and during the orientation programme of the first week, about the effective functioning of the Ethics Committee in the college. The committee functions in the college in order to look into the misuse of technology and to ensure the code of conduct of student teachers. In the wake of ragging atrocities in some institutions in the state, an institutional level anti-ragging committee for curbing ragging has been established in the college.

At the time of course initiation itself institution provides an overall picture about the course which is helpful for the students. The curriculum, syllabus, rules and regulations, infrastructure, library, ICT facilities, evaluation schemes, clubs, associations, co-curricular activities, etc. are explained to the students as part of the orientation programme. Orientation talks help the students to move with the pace of the course. Institution promotes interactive teaching learning by various methods like discussion, brainstorming, constructivist learning, projects, enquiry etc which ensure active involvement of student teachers. The spirit of Multiple Intelligence is incorporated in the teaching learning process. Student teachers are provided opportunities to organize, lead and participate in seminars. Activity oriented approach is promoted for teaching learning process.

A printed copy of the syllabus is given to each student in the first week of the course itself which is available in the college website also. The structure of the course is given in detail in the printed syllabus. The annual calendar prepared with all details regarding the vision, mission, goals, objectives, the course, profile of the institution, faculty, rules and regulations, working days, co-curricular activities, SUPW, tests and evaluation, educational tour, facilities, clubs and associations, extension programmes, etc. is distributed among the students.

Teaching aptitude test, subject competency test, etc. are administered immediately after the admissions and remedial classes are offered to the students if needed. As a practice, the college provides remedial classes in English for the needy students. Classes in Computer

education and internet usage are also provided for all students. Gifted students are given additional activities such as conducting seminars, quiz programmes, social surveys, and literacy classes. They undertake innovative projects and assignments and publish their compendium. This works are published in the book form. We regularly conduct tutorial classes for students based on their needs. Coaching programmes for SET examination are also conducted.

Awareness programmes are conducted to create awareness on issues like AIDS, Eye donation, Blood donation, Life style diseases, Women Empowerment, Human Rights, etc. among the students. Student teachers prepare documents on topics of current significance. They prepare charts, models, etc. that can facilitate the teaching learning process. These aids are distributed to the local schools and teachers on their request. The student teachers help in the beautification of the college campus and interior decoration and they are trained by experts in preparing articles for decorations.

The teaching learning process caters to the individual differences among the students. The institution provides academic assistance through tutorial programme and remedial teaching. Educationally disadvantaged students get personal attention. Remedial teaching for disadvantaged groups is a regular practice here. Gifted students are identified right at the onset of the course and are assigned additional work, projects, responsibilities, etc. as suitable to their talents and needs. Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programs, etc

2.2 CATERING TO DIVERSE NEEDS

The college environment is serene and ideal for pursuit of knowledge. The location, landscape and infrastructure facilities are conducive to learning. The entire faculty is appointed on merit as per the NCTE and government norms. Out of the nine faculty members, six are PhD holders and remaining three are pursuing their PhD programmes. The following facilities make the campus conducive to learning:

Academic facilities:

- Separate classrooms (smart classes) for general and optional classes

- Guidance and Counseling service for individuals to set an accelerated pace for their development
- Well equipped laboratories for education technology, psychology and language
- Method labs for science, mathematics and social science
- Auditorium and seminar hall for public functions
- LCD and OHP in all classrooms
- Language lab having a capacity to accommodate 15 students at time
- Psychology lab equipped with various psychological tests, tools and apparatus
- Science lab with apparatus and chemicals for physical science and natural science
- Use of different instructional strategies
- Academic remediation
- Feedback mechanism
- Continuous and comprehensive evaluation
- Students diary writing as part of continuous and comprehensive evaluation
- Periodic tests for evaluating achievement and progress
- Academic discussion and seminars
- Coaching class for teacher eligibility tests (SET) and other competitive examinations
- Workshop for preparation of teaching aids and exhibition of teaching aids
- Well equipped library with 6315 books, 20 journals, 15 periodical and 4 newspapers
- Library is equipped with several books (written by experts from NCTE, NCERT, UNESCO, UGC, SCERT, etc.)
- The library subscribes national and international journals pertinent to education and allied areas.
- The holdings in the library are classified on the basis of Dewy Decimal Classification System, which is primarily aimed to serve the discipline of education.
- The library is equipped with 150 CDs on different subjects and areas which are issued to students.
- Reprographic facilities, internet facilities, educational CDs, books and journals are extensively used by the students

- Network resource center and a well equipped computer cum language lab cater the needs of the students
- Hostel facilities for girls serve the diverse needs of the student population
- Playground facilities for volleyball, basketball, badminton, handball; and indoor facilities for table tennis, caroms and chess are available
- College office automation has been done.

Facilities for Co-curricular activities

The following facilities serve to the co-curricular requirements of the students:

- Inter and intra-college sports and games competitions
- Inter and intra- arts and cultural competitions
- Personality development programmes
- Community Living Camps
- Functions of various clubs and cells:
 - ✚ Literary Club
 - ✚ Nature Club
 - ✚ Debate Club
 - ✚ Tourism Club
 - ✚ Mathematics Club
 - ✚ Health Fitness and Sports Club
 - ✚ Women's Cell
 - ✚ Counseling Cell
 - ✚ Grievance Redressal Cell
- Training in socially useful productive works such as:
 - ✚ Book binding
 - ✚ Embroidery
 - ✚ Gardening
 - ✚ Interior decoration
 - ✚ Candle making
 - ✚ Glass painting

- Social visits to special schools, orphanages, old age homes, juvenile homes, etc.
- Celebration of days of importance and festivals

Institutional Catering to Diverse Learning Needs of the Students

We have a tutorial system where each teacher guides 13 students. We come to know about the problems faced by our students through informal, open chats and discussions with them. Students often report their inconveniences through the Grievance Redressal System functioning effectively in the college. In order to keep abreast of the developments in the school scenario, the faculty convenes and participates in various workshops from time to time.

The college also organizes co-scholastic programmes under the auspices of various clubs functioning in the college. The Debate Club, Science Club, Nature Club, Health, Fitness and Sports Club, Literary Club, Tourism Club, Mathematics Club, Folklore Club, etc effectively function in the college under the guidance and supervision of the faculty. College provides free tuition for slow learners. Our students provide free tuition and guide poor students of the model school in their studies. Student teachers conduct social surveys to study various social issues. Student teachers under the guidance of their teacher educators conduct literacy classes for the illiterate and semi-literate to develop them educationally.

Institution always promotes those teaching learning process which meet the diverse needs of students. Each student differs in their intellectual level, communication skill, grasping power etc. So to cater the academic and psychological needs of students, teaching learning process is always clustered with innovative practices like seminars, ICT Practices, Audio-visual aids etc. Importance is given for both curricular and co-curricular activities. Innovative practices in practice teaching is a part of curriculum for student teachers and institution ensures these activities in various schools of different locality and within the institution to cater the diverse learning needs and to ensure equity in teaching and learning process. The curricular structure also provides ample scope for theory and practice. Internal assessment, field trip camp activities, art and work experience, educational technology, information and communication technology and action research provide varied experiences through the programme.

Action plan of teacher educators are prepared and done on the basis of diverse student needs. Teachers are encouraged to do research activities. All the teachers are promoted to participate in various seminars, workshops and refresher courses. The management ensures the members of the staff to make best use of all available provisions of internet, computers, LCDs etc. Institution promotes interactive teaching learning by using various methods like discussion, brainstorming, constructivist learning, projects, enquiry etc, which ensure the active involvement of student teachers in the learning process. Student teachers are provided opportunities to organize, lead and participate in seminar, discussions and debates. Activity oriented process approach is used in teaching learning process. Thought for the day and common assembly are organized to cater the diverse student skills and communication skills.

2.3 TEACHING-LEARNING PROCESS

Before the commencement of each academic year, the faculty sits together and discusses the programmes and plans for the academic year. Various sub committees are formed to execute these plans. The time table and work allotment are prepared on the basis of these discussions. For the effective implementation of the academic plans, changes are incorporated whenever necessary. Dates of the various programmes to be held in the college during the academic year are fixed after discussions among the faculty members. A separate committee is formed for the preparation of the college calendar and hand book. The details of the scholastic and co-scholastic activities are presented in the college calendar. Feedback from the faculty, students, alumni, PTA and academic experts in different areas help to conduct these programmes.

The first week of the course is devoted for conducting a bridge course for orienting students towards the institution and the programme. The objectives and the schedule of the programme, the vision, mission and goals of the institution, the importance of teaching profession, the responsibility of the teacher towards the students, society and nation, the status of teacher, etc. are imparted through the orientation programme. Invited lectures by experts, extension lectures, and endowment lectures are conducted at the college.

Institution provides instructional materials to the students for easy following of the course curriculum. Fully equipped library is available for the students with wide range of

books with a total of 6315 books. Individual projects are given to students and events such as cultural programmes, workshops, seminars, competitions of different talents, quiz competitions etc are also conducted. Team work is encouraged among the students by giving a particular responsibility of a common programme to a certain group of students mentioning individual duties. Group and individual projects are assigned to students in their respective optional subjects. Network Resource Center provides facility for students to utilize internet facility. In the learning process Video recording of the classes was done and gave proper feedback.

Learning process is student centered in the institution. Participatory learning strategies were adopted in presentation of seminars, assignments and project works by referring bibliography, collection of information from internet, CD-Rom data bases and online data bases are encouraged. In various classes creative works are given in according to the subjects and depends upon the creativity of students. To enhance the active learning and training of the students, the college provides innovative strategies that are student-centered, collaborative, self-directed and based on the development of higher order thinking skills. The college also motivates the students by providing resources such as library, website and other physical facilities. The faculty members handle classes for student-teachers with an aim to achieve high academic standards. For this purpose the learning resources are optimally used.

The college library has a unique collection 6315 books There are 23 sets of Encyclopedias in the library. College time table provides library hours for students to engage in active learning on a direct basis. Students are encouraged to do assignments, projects and prepare teaching-learning materials such as power point and making use of the library facilities. Text books and Teachers' hand books published by SCERT and resource books published by UNESCO and NCERT are also available in the library for developing teaching manuals and unit plans.

The library functions from 9.00 a.m. till 5. 00 p.m. on all working days. The library is equipped with reprographic and internet facilities to equip the student teachers to meet the global demands. The college website www.pkmcedn.com details the syllabus and rules and regulations regarding evaluation. The staff profile uploaded in the college website provides areas of research specialization and competency for consultation of the faculty. The college

has modernized computer labs with 68 computers with connectivity for preparing video lessons and power point presentations. Students make use of these facilities for their practice teaching sessions. The learners are guided to make online submission of assignments, projects and seminar topics to the teacher concerned. Faculty members also use active web-based learning taking in to consideration of environmental and global concerns. The students are formed into different groups to work on assignments, projects, practicum and for developing lesson manuals and evaluation tools. Each member of the group takes the role of a proctor by turn. As part of active learning, the students are assigned with individual projects and case studies.

Simulation is a major learning strategy followed to make the teaching- learning more active. In order to master the teaching skills, demonstration and practice sessions for microteaching in simulated environment and integrated skill practice are arranged. In addition to the regular criticism classes, simulated environment is provided as additional training for every student. Peer teaching is practiced in the college for the development of various teaching skills. It is also promoted as part of the remedial programmes like English Proficiency and Computer Literacy. Every student teacher gets an opportunity to become a competent teacher by participating in various activities.

Student Centered Learning

Student centered learning is the pivotal point of the teaching learning activities of the institution. To make learning more active and student centered, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as brain storming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, and problem solving method, individual assignments, and experiential learning strategies, co-operative and collaborative learning strategies. Some special programmes are listed below:

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

Student Centered Learning Practices	
<ul style="list-style-type: none">• Individual interaction and guidelines• Encouraging to raise questions in the class• Lecture cum discussion method• Brain storming, co-operative learning• Small group discussion• Seminars, projects, PPT presentations by students,• Test paper• Self-note preparation• Practice to use new technology• Correlation method• Concept mapping• Science calendar• Science diary• Exhibitions• . Field trip	<ul style="list-style-type: none">• Buzz Session• Assignment• Problem solving• Discussion• Group work• Video lessons• Multi-media learning• Supervised study• Laboratory method• Debate• Role play• Collaborative learning• Demonstration method• Interdisciplinary method

Problem solving method is practiced for socially relevant projects by the students. Scientific problem solving techniques are employed for teaching topics related to pollution, sustainable development, healthy food habits, energy conservation, environmental protection, lifestyle diseases, etc. We make use of variety of teaching methods, strategies and techniques like models of teaching, micro teaching, modular approach, programmed instruction, etc. Computer classes and assistance on ICT application is also provided to the students. Models of teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, Jurisprudential Inquiry Model, Synectics Model, etc are applied in teaching different subjects. Co-operative Learning technique is also employed in the classrooms.

Microteaching is a laboratory technique of developing teaching skills in which the complexities of classroom teaching are removed. We use the micro-teaching technique for developing various teaching skills in our teacher trainees. The college provides training in the preparation of ICT based learning materials.. Students are provided training for preparing instructional materials for programmed learning. Peer observation of teacher trainees' is also a common practice. Our teacher training programme includes criticism sessions based on the lessons taken by each student by the peers under the supervision of teacher educators. Training for preparation of teaching aids is provided by conducting workshops on preparation of teaching aids. Experts in the field are invited to conduct demonstration classes during pre-practice teaching training. Library periods are allotted in the time-table for students to avail the library resources and develop their library skills. Formative and summative evaluation of students' performance is done. Students evaluate teachers using the prescribed Performa. All our classrooms are equipped with computer, LCD projector and OHP. We have installed instructional software in these computers and the students are free to use it to make the learning process more individualistic, self-paced, self-monitored and effective. As there is free internet access in the college the trainees can download information and make use of it for preparing learning materials for teaching at schools. The weekly timetable includes periods for practical sessions at the computer lab, technology lab and language lab.

Innovative Instructional Approaches

Innovative methods such as models of teaching, co-operative learning, brain storming, buzz sessions; dialogue method, etc. are practiced in the institution. Teacher trainees are trained in the use of various models of teaching, Curricular projects, workshops, conferences, seminars : Subject specific and interdisciplinary, special educational trips and academic activities of this sort are carried out. Remedial and enrichment activities in to different dimensions (school learner perspective and student teacher perspective) are specially designed and conducted. Activities promoting Literary and linguistic potentials are specially designed. Numerous publications ranging from anthologies and compilations to pedagogically designed course materials.

Apart from class room teaching there is field visit for students (subject-wise) which provides firsthand experience to students. Exhibitions, poster competitions, observance and celebration of important days, documentation, peer teaching, projects, study tours, talks by eminent persons, seminars, debates, etc. are other means of transacting the curriculum. Internet facility is utilized by the entire faculty in their day-to-day teaching. The college library has separate collections of books, journals and CDs on different disciplines. The library works on all working days except public holidays and Sundays.

In the optional subject classes, all students have to prepare and conduct seminars on different topics in the syllabus and present it in the class using PowerPoint, OHP, interactive white boards, etc. Workshops are arranged for teacher trainees for preparation of questions, teaching aids, etc. Preparation of innovative aids through SUPW workshops is arranged every year by the institution. We avail of the support and guidance of eminent resource persons in this field. The student teachers participate actively in the Micro Teaching sessions. The student teachers are divided into mixed ability groups and are given orientation for peer teaching. Seminars and symposia are conducted by student teachers in their respective subjects and in other core subjects and various activities such as, Group project, Individual project, Field trip, Individual use of computer and method lab, Free internet access, Individualized practicum etc, facilitate learning.

Student-teachers are required to take a minimum of thirty lessons in forty days as part of their practice teaching, along with three lessons in Health & Physical Education. The mentor teacher at the school is the immediate supervisor of the student-teacher. The mentor teachers are often present in the classroom while the student-teacher engages the class. She gives directions/suggestions to the student-teacher after the class. The peers also observe the classes and make discussions and give feedback in the prescribed format given from the college on classes taken by each student-teacher. The Heads of the Institutions also supervise the classes. They provide a rating of the student-teacher in a prescribed format given by the college at the end of the practice teaching session. The teacher educator visits the schools minimum three times and supervises the classes. The feedback is communicated in writing and it is discussed after the completion of the class. The trainees are provided with students'

diary in order to reflect on their teaching on a daily basis. B.Ed. students take 15 classes each in 8 & 9 standards.

They are sent to 10-13 different schools and they complete a minimum of thirty lesson plans. Each teacher trainee is supposed to prepare and administer two unit/achievement tests in two class based on the topic they have taught in the school.

Practice teaching sessions are always developed in association with mentor teachers. Mentor teachers assist the student teachers to choose a particular topic in their concerned subjects. Learning aids are also been chosen according to the topics with the support and guidance of the teachers. Students then prepare lesson plans roughly and get it checked by the respective teachers. Teacher gives suggestion and improvement to be done with the lesson plan. Students prepare a fair lesson plan and it has been evaluated and signed by the respective mentor teachers. Rehearsal /Discussion of the lesson plan is been done by the students in front of mentor teachers as a preparation for the practice teaching classes in the schools.

2.4 TEACHER QUALITY

Out of the 9 staff members 6 (67%) are Ph.D. degree holders. Other teachers are pursuing research leading to Ph.D. and are about to complete the programme. One teacher is M. Phil. degree holder and .3 members of the faculty are research guides in various leading universities. Many research scholars are pursuing Ph.D. under their guidance. Four of the faculty members have additional master's degrees in different subjects. All members of the faculty have qualified the NET conducted by the U.G.C. Most of the faculty members are resource person for national and international seminars/conferences and are in the academic bodies for framing curriculum and syllabus of various universities.

The institution has its own sources which updates the latest changes and requirement in terms of their different policy and various educational needs of the course curriculum. The institution updates the student teachers on the policy directions and educational needs of the schools regularly so as to help the student's teachers to prepare for the practice teaching accordingly Further, the students and the faculty keep pace with the recent development through internet facility, news papers, magazines and other resources available in the library.

The institution ensures that the faculty members and the students are updated with the recent development in the school subjects and teaching methodologies by conducting various activities within the campus by inviting experts, guest faculty in the particular areas on regular intervals such as: seminars, workshop, Exhibitions, and presentation on latest development in educational field.

By providing duty leave, the institution promotes the faculty members to attend seminars, workshops, orientation programmes and refresher courses conducted by UGC. Wide range of study material is made available to the students to help them to support further study. Broadband Internet connection is made available for easy access to the e-material for self development.

Practice Teaching in Schools

Practice Teaching in schools is a systematically planned and well arranged programme. The practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers. Before starting the practice teaching, a meeting is conducted with the heads of the institutions of the practice teaching schools to know about their opinions and their suggestions which are taken into account while preparing the teaching manuals. The resource persons from schools are invited to take demonstration classes for the students. The mentor teachers also take demonstration classes and all the teaching manuals are prepared in discussion with the mentor teachers.

The Principal personally visits the practice teaching schools and makes arrangements for the programme. The practice teaching programme is planned in accordance with the college and university calendar, and the calendar and time table of practice teaching schools.

As part of pre-practice teaching training, simulation classes are taken and observed by all students. Each student has to record 5 discussion lessons, 5 demonstration lessons taken by experts, 10 criticism lessons, micro teaching lessons and lessons using innovative methods. Experienced and effective teachers are invited to take classes in different subjects in classroom situations. Interaction and discussion is provided with the experts so that the students gain extra insight into the strategies of classroom teaching. Each student teacher takes one criticism lesson in her/her optional subject. Training and practice is given for

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

conducting physical education and health education classes, preparation of year plan, unit plan, blue print, achievement test and scoring key.

Practice teaching is done in neighboring high schools and higher secondary schools. The heads of the schools and the teachers provide immense help for the successful completion of the practice teaching sessions.

Mentoring Activities Rendered by School Staff and Mentor Teachers

Sl No.	Persons	Activities
1.	Headmasters	One day meeting Prior to Practice Teaching
2.	Mentor Teachers	Suggestions in developing teaching manuals Daily Observations Suggestions for Classroom Activities
3.	DRGs and SRGs	Demonstration Classes Orientation in Preparation and Construction of Teaching Aids Teaching Manuals

Allotment of Students for Practice Teaching

Usually two students from each optional subject are allotted to each practice teaching school. An average of 8 teacher-trainees is allotted to each of the 13 schools for practice teaching. The day scholars are given preference to choose a nearby school from their residence and the students accommodated in the hostel are allotted in the neighbouring schools of the college. The number of divisions in each grade of the school and cooperation of the authorities are also taken into consideration. The details of students allotted to each school for the three years given below:

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

List of Practice Teaching Schools with Number of Students Allotted

Name of School	2011-12	2012-13	2013-14
Maryland High School, Madampam	12	18	17
Govt. H.S.S. Sreekandapuram	13	14	11
Govt. H.S.S Irikkur	16	11	11
Govt. H.S.S Nedungome	12	17	16
KPCHS Pattanur	12	7	10
St George H S, Chembathotty	11	9	6
Sacred Heart H.S.S. Payyavoor	6	3	12
Govt. V.H.S. Kurumathur	7	5	4
Sir Syed H.S.S. Karimbam	-	2	7
Govt. H.S.S.Malapattom	6	6	5
Govt.H.S.S. Chavassery	-	2	-
Moothedathu H.S. Taliparamba	-	4	2

Feedback to Students during Practice Teaching

During the practice teaching the teacher educators provide feedback to the trainee immediately after the observation of each class. The Principal also gives feedback after observing the class. In addition, the supervising teacher at the school provides necessary guidance and feedback for each of the class. The student teachers maintain a diary at the time of internship which contains the objectives of the internship, evaluation proforma, brief report of the school, self reflection and evaluation; comments from the supervising teacher, comments by the teacher educator, comments from the head of school, etc. The diary is submitted in the college immediately after the practice teaching. The major components of feedback during practice teaching are shown below

Sl No	Major Components
1.	Orientation/ Preparation/ Introduction
2.	Strategies adopted and Learning Activities
3.	Learning materials/Instructional Devices
4.	Maintaining Classroom Climate
5.	Communication
6.	Effective Dealing of Student Responses
7.	Consolidation/Assessment
8.	Follow up
9.	Teacher

The feedback is used to improve the practice and rectify the lapses in the classroom transaction.

2.5 EVALUATION PROCESS AND REFORMS

A multi-level and systematic evaluation process is practiced in the institution.. In the new curriculum the weightage to internal and external evaluation is 50% and 50% respectively. The weightage for internal assessment is calculated by giving weightage to different components like attendance, seminar/assignment, terminal examinations, teacherly quality etc.

The teacher educators systematically evaluate the assignments on the bases of punctuality, review, content, conclusion, and references. Seminar is assessed on the bases of innovation of topic, reference, content, conclusion and presentation etc. For the evaluation of projects and surveys, punctuality, experimentation, data collection, compilation, involvement, etc. are the criterion considered. Attendance is considered for internal assessment. A minimum of 75% average attendance for all the courses is needed to appear for the examination. All the components (attendance, assignments and test papers) are systematically

included in the teachers' diary and work record and marks are given on the basis of that. After the completion of the course all the teacher educators have to submit the diary and work record to the Principal and get it signed. The internal marks are published well in advance and students are given enough time to report their grievances. Grievances are dealt with through a three-tier system – teacher level, college level, and university level.

Feedback mechanism plays vital role for the performance and skill development of the students in every aspect. While preparing for practice teaching early feedback regarding areas of improvement gives an idea for the students to what to include in further practice teaching sessions. Teacher educators monitor student teachers very closely for every possible development area and suggest it in their lesson plan and diary too and it is being re-checked to ensure whether they adopted those suggestions in proceeding practice teaching classes. The teacher educators emphasize the necessity of useful corrections with a very optimistic attitude.

The barriers to student learning are identified through internal assessments and class tests conducted as well as by watching students in the class during class instructional hours. They are provided with a conducive and congenial atmosphere and tutorial hours during which the remedial instruction is also given.

The institution has developed multi level evaluation process for the appropriate assessment of student learning as it is only a one year degree programme. Final examination to the course is being conducted by the Kannur University at the end of the course as practical and theory exams. The internal assessment of the institution is done by terminal exams i.e. first, second and model exams. Model examination conducted at the end of the session before the commencement of the University examination or preparing the same.

Each faculty members holds orientation for the students to familiarize with the evaluation system of the institution, teaching-learning process, use of laboratory, and library facilities and the evaluation techniques. The outcomes of the evaluation are communicated to the students promptly, and also through publication of detailed results in the institutional notice board. The institution has an Internal Quality Assurance Cell (IQAC), which is entrusted with the job of coordinating & monitoring the functions properly. ICT is an

important part of the entire educational field including evaluation process too. Through class tests, terminal examination and through the continuous and comprehensive evaluation each student problem areas were identified.

The outcomes of the evaluation are communicated to the students at the end of every unit. Based up on them proper remedial measures are adopted for improving student's ability and to make necessary changes in curriculum transaction. The institution also takes effective measures for integrating ICT in assessment and evaluation process. Preparing ICT integrated projects and seminars, developing communication skills and language skills, listening and speaking can be improved through the functioning of language lab and use of Network Resource Centre. Student teachers classes are video recorded and evaluated. Micro-teaching classes are video graphed and after viewing the videos, shortcomings and improvements to be made were discussed for proper re-planning and re-teaching.

2.6 BEST PRACTICES IN TEACHING - LEARNING AND EVALUATION PROCESS

In order to ensure quality in teacher training, we provide training and opportunities more than that which is mentioned in the curriculum. Other than conventional practices for curriculum transaction, specially designed curricular projects are assigned to student teachers. As per the curriculum the minimum number of criticism classes required is 10 in each optional subjects. But usually all the student teachers are expected to take more criticism classes and teachers arrange more demonstration classes. In order to develop multidisciplinary perspective we insist student teacher to observe classes of other subjects also. Maintaining school experience diary by student teachers shows the special emphasis given to practical aspect of teacher training by the institution.

Modern multimedia equipments and resources like smart boards, LCD,OHP, internet resources, language lab facilities were usually used for both scholastic and co-scholastic aspects of learning. Computer based packages are used to transact both theory and practical aspects Students were encouraged to use ICT integrated learning thorough proper seminars, projects and assignments .Proper use of tutorials and counseling helps them in their learning

difficulties and problems. Foreseeing the relevance and importance of ICT in the teaching learning process, the media facilities were enriched with necessary technology. These are used in teaching learning and evaluation processes. University portals are operated through the safe mechanism designed by the University for assessment and evaluation. The online assessment of assignments by few teachers and those students who engage their teaching session with ICT enhanced gadgets and accessories are given due weightage in the assessment procedures.

Teaching-learning and evaluation are adopted for ensuring participatory and student centered learning. We use small group techniques such as - brain storming, buzz session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, and experiential learning strategies, co-operative and collaborative learning strategies. Models of Teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, Jurisprudential Inquiry Model, Syntectics Model, etc. are applied in teaching different subjects. Cooperative learning technique is also employed in the classes.

The students submit this diary to the principal immediately after the completion of the practice teaching. All the faculty keeps *teachers' diary and work record*. The personal information, time table, academic calendar, monthly abstract, details of work engaged, extra work done, teaching notes – content and learning experiences – of the entire course, attendance of students, internal assessment of students – grades given to students with respect to assignments/seminars/projects, test paper, attendance, etc. proforma for evaluating assignment, seminar, project, survey and a sample sheet for calculating internal assessment, etc are included in the teachers' diary and work record. After the completion of the course all the teacher educators have to submit the diary and work record to the Principal and get it signed. It helps teachers in planning, executing and evaluating their works systematically and scientifically. The management and the head of the institution can assess the performance of teachers in an objective way with the help of this work record.

ADDITIONAL INFORMATION:

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

In the NAAC accreditation in 2006 our teaching learning process were highly appreciated.

The curriculum transaction is done according to the academic calendar by using variety of methods like discussion, brainstorming, co-operative learning, projects, enquiry, etc. In addition to practice teaching, curricular activities and work experience, theory assignments, seminars and project works are also employed. ICT and audio-visual aids are used whenever necessary.

The student teachers are valued continuously through periodic tests, seminars, tutorial works and feedback is rendered. Periodic feedback is given to teacher educators by the governing body of the college from the self appraisal report of teachers. Teachers actively participate in the workshops/seminars from regional to international levels and faculty members also serve as resource persons. Student evaluation of teachers is also carried out for effective feedback.

Since the NAAC accreditation the Institution has grown in many dimensions with respect teaching learning aspect. We update and maintain our quality in teacher training in according to the trends and developments in school curriculum. We organized workshops for the proper implementation of recent trends in evaluation system. Language Lab is renovated, Net Resource center was set up, Bar-coding system was introduced in the Library and new books were purchased. Media facilities with CD Rom and additional technological devices such as interactive board, generator and solar energy panels were installed. The institution is continuing its efforts to upgrade the College in to a center for excellence.

Utilization of modern techniques by the teachers needs to be strengthened by constructivist teaching methods and collaborative strategies. Reflective teaching strategies, co operative learning strategies, experiential learning strategies and techno pedagogical

transactions are employed. Field trips and eco tour were conducted for scenario based learning. Interactive white boards are installed in the general classrooms. Internet facility is also available in the colleges. Desk-top computers, laptops, language Lab software, LCD and are made use for teaching and evaluation .In every optional class an LCD and OHP is provided to make the teaching learning process more effective. Students are trained to use the technological devices. Students are trained to take classes based on models of teaching. Students are asked to prepare lesson plans based on innovative models of teaching.

CRITERIA THREE
RESEARCH, CONSULTANCY
AND EXTENSION
CONTENTS

Sl. No		Page No.
1	PROMOTION OF RESEARCH	80
2	RESEARCH AND PUBLICATION OUTPUT	108
3	CONSULTANCY	123
4	EXTENSION ACTIVITIES	123
5	COLLOBORATIONS	134
6	BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION	136

CRITERION III: RESEARCH, CONSULTANCY **AND EXTENSION**

PROMOTION OF RESEARCH

Promotion of research has been a major objective of the institution. The institution considers research as a means to keep abreast of the current knowledge and developments in the field of teacher education. Having research oriented faculty with cent percent doctoral degree has been one of the specific objective of the institution. With this objective in mind, the institution is constantly motivating its faculty members to take up research in education and allied areas. The institution has been constantly attempting to get approval as a research centre in education of Kannur University. The process for this is still going on. Three of our faculty members are research guides of Kannur University. Four candidates have been awarded PhD with the guidance of our faculty members. 12 research scholars are pursuing their PhD under the guidance of faculty members of the institution. Among the nine faculty members; six are PhD holders, and the remaining three are pursuing their PhD. Our faculty members are also guiding M Phil dissertations and M Ed dissertations of scholars of IGNOU and other universities. Our faculty members are motivated and driven to undertake funded and non-funded research programmes. Two UGC major projects have been completed by the faculty members of our college. Four UGC minor research projects have been completed; and one minor research is ongoing at present. Our faculty members present papers in various national and international conferences and seminars, and some of them are resource persons for national and international conferences/seminars. Our students have also been motivated and have presented papers in national conferences and seminars. In fact, there has been a very positive culture of research and research promotion in the college.

Thrust Areas & Initiatives for Research

The thrust areas of interest prioritized by the institution include the following:

- Science Education
- Language Education

- Social perspectives of education
- Value Education
- Peace Education
- Environmental Education
- Human Rights Education
- Education and Child Psychology
- Curriculum Development
- Health and Physical Education
- Constructivism and Child Centered Education

Some of the prominent steps taken by the institution for promotion of research are:

- The institution has a research, consultancy and extension committee headed by the Principal with a convener for the promotion of research and related activities.
- The institution organizes National level seminars and directs all teachers to participate and present papers in various International, National and regional level conferences, seminars, workshops and training programmes related to educational research for their personal and professional development.
- The institution also promotes students to participate and present research papers in the National level conferences with the assistance of the faculty members.
- The institution motivates faculty members to undertake lateral courses. The institution promotes faculty members to undertake membership in professional bodies.
- The facilities available in the institution such as Library resources, INFLIBNET, UGC Net Resource Centre, Psychology Lab etc provide ample opportunities for faculty members and students to undergo research in specific areas.
- Faculty members regularly publish research articles in various journals.
- Interactive forums such as “*Triumvirate, Physica Scientia, Blaze-Trailors, Tongue Native Phillia, and Natura*” functions as forums for enrichment and collaboration in research and innovations.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Action Research & Classroom Based Research

The institution encourages action research and team based research among the students. Some of the faculty members have undertaken some non funded research projects in their respective specialized areas. Classroom based research projects are also undertaken in their respective departments. During practice teaching, the student teachers make detailed case studies of children with special needs. Community and social surveys are also undertaken by the institution. Some of the classroom based research projects include:

- A Study on Local Cultural Resources Utilized for Education in the Regional Context
- Analysis of Existing Criteria for Evaluation of Cultural and Literary Events of Kerala School Youth Festival
- A study on Impact of Pre-service training in Language Education at P K M College of education for the teaching carrier
- Graphic Organizers for Simplifying Complex Learning Tasks in Science
- Observance of Days of Scientific Importance In Schools
- Preparation of documentary on 'environmental themes' with special reference to indigenous Knowledge & practices.
- Comparative study of Biodiversity in different flora.

Seminars/Conferences Organized by the Institution

The college organizes various academic seminars/conferences/workshops with financial assistance of national and state organizations and professional associations. Our faculty members have presented papers in International Conferences in India and abroad. The thrust areas, expertise and specialization of our faculty members are:

Sl. No.	Name of the Faculty	Thrust Areas
1.	Dr Babu Kochamkunel (Former Principal and Research Guide In Education)	Science Education, Physical Science Education, Sciencing.
2.	Dr. Stephen T.A. (Principal)	Science Education, Natural Science Education, Environmental Education, Sustainable

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA SAR - 2015

		Development.
3.	Dr. Rekha K.R.	Language Education , ESL
4.	Dr. Sholy Joseph K.	Mathematics Education, Educational Technology, Educational Evaluation, Test Construction, Educational Research.
5.	Mrs. Maya J Pillai	Educational Psychology, Women Empowerment
6.	Dr. Anil R (Research Guide in Physical Education)	Health and Physical Education, Educational Psychology, Sports Psychology, Research Methodology & Statistics, Guidance and Counseling
7.	Ms Jessie N.C.	Language Education, Mother Tongue.
8.	Dr. Veena Appukuttan	Social Science Education, Educational Planning, Administration and Finance, History with Specialization in Islamic Civilization and International Relation, Human Rights Education
9.	Dr Prasanth Mathew (Research Guide in Education)	Physical Science Education, Psychological Bases of Education, Research Methodology and Statistics, Educational Technology, Models of Teaching, Spiritual Intelligence, Scientific Sensitivity.

The college organizes various National, State and Regional level Seminars/Conferences/ Workshops with the financial assistance of National bodies and in collaboration with professional organizations and associations.

National Level Seminars/ Conferences/ Workshops Organized by the Institution during the last Five Years

No	Name of the Seminar	Venue	Convener	Dates	Collaboration
1.	National Conference on Promotion of Education and Health: Perspectives and Concerns in Purview of Social Justice	Senate Hall Kannur University, Dharmasala, Kannur	Dr Anil R	2 nd and 3 rd March, 2010.	UGC
2.	National Conference on	Sreepuram	Dr Babu	2 nd and 3 rd	UGC,

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA SAR - 2015

	Learning innovation in Science Education	Pastoral Centre, Kannur.	Kochamkunnel	February, 2012.	Sreepuram Pastoral Centre.
3.	National Seminar on Learning Science By Doing Science - Sciencing	P.K.M. College of Education	Dr Babu Kochamkunnel	5 th and 6 th December 2013	UGC, Sreepuram Pastoral Centre.
4.	National Seminar on Lifelong Physical and Mental Wellbeing: Role of Sports and Exercise	PKM College of Education	Dr Anil R	23 & 24 March, 2015	UGC

Regional Level/State level Seminars/ Conferences/ Workshops Organized by the Institution during the last Five Years

No	Name of the Seminar	Venue	Convener	Dates	Collaboration
1.	State Level Workshop on Course Designing in Under graduate Courses	Senate Hall Kannur University, Dharmasala, Kannur	Dr Anil R (Chairman, BOS in Phy Edn, Kannur University)	4-6 & 11-12 August, 2011	KSHEC, Thiruvanthapuram
2.	One day Workshop on Restructuring Teacher Education Curriculum in Kerala	KMM Govt Women's College, Kannur	Dr Anil R	23 January, 2010	AKPCTA
3.	Regional Workshop on Examination Reforms	P.K.M. College of Education	Dr Stephen T A	18 th August 2011	IQAC

Department Level Seminars/ Conferences/ Workshops Organized by the Institution during the last Five Years

No	Name of the Seminar	Venue	Convener	Dates	Collaboration
Department of English					
1.	Workshop on "Language Discourses"	Department of English, P K M College of Education	Dr. Rekha K.R.	7 th December 2009	Department of English
2.	Seminar on "Vocabulary"	Department of English,	Dr. Rekha K.R.	22 February	Department of English

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

		P K M College of Education		2010.	
3.	One day Pedagogic workshop on "Course Material Analysis"	Department of English, P K M College of Education	Dr. Rekha K.R.	24 November 2010	Department of English
4.	Workshop on "Integration of Discourses constructed on current socio-political Issues"	Department of English, P K M College of Education	Dr. Rekha K.R.	17 th to 20 th January 2011.	Department of English
5.	One week Workshop on "Lexicography"	Department of English, P K M College of Education	Dr. Rekha K.R.	15 th March 2011 to 22 nd March 2011	Department of English
6.	Orientation seminar on "Language Teacher"	Department of English, P K M College of Education	Dr. Rekha K.R.	17 th November 2011	Department of English
7.	Workshop on "Brochure Preparation"	Department of English, P K M College of Education	Dr. Rekha K.R.	17 – 20 March 2012	Department of English
8.	Workshop on 'Script writing"	Department of English, P K M College of Education	Dr. Rekha K.R.	4 th January 2013	Department of English
9.	Seminar on "Poetry	Department of English, P K M College of Education	Dr. Rekha K.R.	22 nd March 2013	Department of English
10.	Conference on "Language Teachers: Importance of Mother Languages across the Globe"	Department of English, P K M College of Education	Dr. Rekha K.R.	20 th February 2014	Department of English
11.	Workshop for "Preparation of	Department	Dr. Rekha	23-27	Department of

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Materials for Extension Programmes in English”	of English, P K M College of Education	K.R.	January 2014	English
Department of Malayalam					
1.	One day seminar on “Kavyachilampoli: Appreciating Poetry at Different Dimensions”	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	28 th January 2010	Department of Malayalam, Tongue Native Philia: The Mother Tongue Curative Community
2.	One week workshop on ‘Lexicography: Lexicon on Names ‘.	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	18th to 22 nd January 2010	Department of Malayalam
3.	One day Pedagogic workshop on “Dimensions and Perspectives of Teaching Mother tongue”	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	17 th March 2011	Department of Malayalam, Tongue Native Philia: The Mother Tongue Curative Community
4.	One week workshop on “Preparation of Literary Calendar”	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	17 th to 20 th January 2011.	Department of Malayalam
5.	Orientation seminar on “Language Teacher”	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	17 th November 2011	Department of Malayalam
6.	One week workshop on “Script writing”	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	28 th January 2013 to 31 st January 2013.	Department of Malayalam
7.	Conference on “Language Teachers: Importance of Mother Languages across the Globe “	Department of Malayalam, P K M College of	Ms. Jessy N.C.	12 th February 2014.	Department of Malayalam

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

		Education			
8.	One day seminar on "Importance of Reading and Reading Culture of NG"	Department of Malayalam, P K M College of Education	Ms. Jessy N.C.	17th January 2014	Department of Malayalam, Tongue Native Philia:The Mother Tongue Curative Community
9.	Two Day Living Camp "Oruma" For Primary School students	Maryland High School, Madampam	Ms. Jessy N.C.	17-18 January 2014	Department of Malayalam, Tongue Native Philia:The Mother Tongue Curative Community
10.	A Programme for Educative, Empowering and Creative Interventions among students and Mothers	Knoyaryvayal	Ms. Jessy N.C & Dr Rekha K R	1 January, 2010	Department of Malayalam & Department of English

Department of Natural Science

1.	Regional workshop on "Lesson planning in Natural Science"	PKM College of Education	Dr Stephen T.A.	23 rd February 2010	Department of Natural Science
2.	Seminar on "Integration of knowledge in Teaching and learning process."	PKM College of Education	Dr Stephen T.A.	18 th February 2012	Department of Natural Science
3.	Panel discussion on "Pedagogical dimensions of Natural Science"	PKM College of Education	Dr Stephen T.A.	16 th March 2012	Department of Natural Science
4.	One day seminar on "Concept mapping"	PKM College of Education	Dr Stephen T.A.	19 th January 2013	Department of Natural Science
5.	Workshop on "Preparation of Resource Unit"	PKM College of Education	Dr Stephen T.A.	1 st June 2013	Department of Natural Science

Department of Physical Science

1.	One day workshop on 'Robotics'	PKM College of Education	Dr. Prasanth Mathew	18 th August 2012	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community, The Student Branch of Institute of Electrical and Electronics
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

					Engineers, Vimal Jyothi Engineering College, Chemperi.
2.	One day workshop on 'Engineering Techniques in Physical Science Learning'	Vimal Jyothi Engineering College, Chemperi	Dr. Prasanth Mathew	17 th November 2012	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community, Robotics Research Facility of Vimal Jyothi Engineering College, Chemperi
3.	Panel discussion on 'Means to Sensitise Students in Energy Conservation for Prospective Bliss' on the occasion of Energy conservation day observance	Department of Physical Science PKM College of Education	Dr. Prasanth Mathew	13 th December 2013	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community.
4.	One week workshop on 'Concept Mapping in Science'	Department of Physical Science PKM College of Education	Dr. Prasanth Mathew	25 th January 2014 to 31 st January 2013	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community.
5.	First conference on 'Graphical Organizers for Processing Scientific Knowledge' as part of the series of conferences of the Class room Based Research Project on " Cultivate Culture of Science"	Department of Physical Science PKM College of Education	Dr. Prasanth Mathew	1 st March 2014	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community.
6.	Second conference on 'Co-operative Learning Structures : Designs for Learning Together ' as part of the series of conferences of the Class room Based Research Project on " Cultivate Culture of Science"	Department of Physical Science PKM College of Education	Dr. Prasanth Mathew	15 th March 2014	Department of Physical Science, Physica Scientia: The Physical Science Teachers' Learning Community.

The college motivates the faculty members to attend and present research papers in International, National and State level Seminars/conferences/workshops etc. The institution encourages the teachers to participate in seminars by providing leave, internal work

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

arrangement and secretarial assistance. The institution helps the faculty to get financial assistance from various bodies like UGC for participation in International and National conferences.

Details of Participation & Presentation in International Conferences/Seminars during the last Five Years

Dr Babu Kochamkunnel (Former Principal)

1.	1) Presented a paper on “Life Oriented Education Experiences” International Education Meet on Education for Global Excellence, CTE Kerala, State Centre from 4 to 7 January, 2012
2.	2) Presented a paper on “Education for Sustainable Development” in the International Conference on Global Warming, Sustainable Development, Secular Spirituality at Santigiri Ashram, Trivandrum from 9-11 September, 2010
3.	3) Presented a paper on “Tasting Science Through Waste Materials” in the International Conference on Learning Innovation in Science and Technology at King Monguti University, Pattaya, Thailand from 24 to 26 February, 2010

Dr Stephen T A (Principal)

4.	1) Participated and acted as Coordinator of Special Interest group on Environmental Concerns and presented a paper on “Integrating Education for Lasting Culture of Peace and care of Planet Earth” in the 16 WCCI World Conference on Education at Alliant International University, San Diego, USA from 17-24 August, 2014
5.	2) Presented a paper entitled “A Study on Awareness of Concepts of ESD Among Teacher Educators” at the World Conference on Professional Development of Teachers and Teacher Educators organized by Lovely professional University, Punjab on 12-13 November, 2010.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

6.	3) Participated in the IX annual Convention & International seminar on Peace Education: An orientation for General Next held at St. Thomas College of Teacher Education, Pala on 13 th & 14 th August 2010 in association with CTE
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Dr Anil R (Associate Professor in Physical Education)

7.	1) Resource person for the UGC Sponsored International Congress on Sports Psychology ICSP-2014. Exercise and Sport Psychology in 21 st Century: Research and Application Perspective, University of Delhi October 15-18, 2014 and Presented the Lead paper "Positive Psychology: Lessons for Coaching".
8.	2) Resource Person for the International Conference on Physical Education and Sports Sciences organised by Manipal University, Manipal, Karnataka, 9-11 January, 2014; Chaired a session and presented a lead paper on "Pathways to Excellence – psychological Perspectives of Nurturing talent Development in Sports"
9.	3) Presented paper titled "Analysis of Mood, Cohesion and Collective Efficacy with Performance among Professional Soccer Players" in the ISSP World Congress of Sport Psychology hosted in Beijing Sport University, Beijing, China from 21 to 26 July, 2013.
10.	4) Resource Person for the International Conference on Futuristic Trends in Physical Education organized by Department of Physical Education, Punjabi University, Patiala from 24 to 26 January, 2013, Chaired a session and presented the theme paper titled "Promises to Podium: Developing Youth Sports to Olympic Champions – Lessons from the Literature"
11.	5) Attended the Pre-Congress Workshop on 19 and 20 December, 2009 and the India International Congress in Sport Psychology at Lakshmibai National University of Physical Education, Gwalior.
12.	6) Participated in the India International Congress in Sport Psychology at Lakshmibai National University of Physical Education, Gwalior from 21-24,

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	December, 2009 and was Co-chairperson in a scientific session.
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Dr Prasanth Mathew (Assistant Professor in Physical Science)

13.	1) Presented a paper on “Spiritual Domain: The Domain of Learning for Sustainable Future” in the 15 WCCI World Conference on Education focused on the theme “Educating for Peace and Harmony with the Earth and Ourselves” organized by WCCI, Alliant International University, USA at Kaohsiung, Taiwan, from Dec 28, 2012 to January 3, 2013.
14.	2) Presented a paper on “Personal Strength: A Means to Sustainable Happiness” in the International Conference on Learning Innovations in Science and Technology (ICLIST 2012) at Pukhet Thailand organized by Faculty of Industrial Education and Technology, King Mongkut’s University of Technology, Thonburi on 29 February to 2 March, 2012
15.	3) Presented a paper on “Spiritual Domain: The Domain of learning for Integrating Virtues and Enhancing the Spiritual Capital” at the International Conference on Learning Innovation in Science Technology at Pattaya, Thailand from 24-26 February, 2010
16.	4) Presented a paper on “The Effect of Dynamic Assessment on Achievement in Social Science Among High School Students” at the International Conference on Learning Innovation in Science Technology at Pattaya, Thailand from 24-26 February, 2010

Ms Jessie N C (Assistant Professor in Malayalam)

17.	1) Presented a paper titled “Folklore: A Means for Curation of Peace” in the 16 WCCI World Conference on Education at Alliant International University, San Diego, USA from 17-24 August, 2014
18.	2) Presented paper entitled: Emotional Stability and Self Esteem of Visually Challenged Students in Association with Socio-Demographic Variables” in the International Seminar on Learning Disabilities and Inclusion at Mount Carmel

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	College of Teacher Education for Women, Kottayam on 14-15 February, 2014
19.	3) Presented a paper on “The Impact of Gandhian Peace Values in Curriculum Frameworks in India” in the 15 WCCI World Conference on Education focused on the theme “Educating for Peace and Harmony with the Earth and Ourselves” organized by WCCI, Alliant International University, USA at Kaohsiung, Taiwan, from Dec 28, 2012 to January 3, 2013.

Dr (Mrs) Sholy Joseph K (Assistant Professor in Mathematics)

20.	4) Presented a paper in the International Conference on Socio-Economic and Political Crisis in the Great lakes Region” conducted by School of Psychology, Markerere University, Kampala, East Africa on 13-14 April, 2012
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Details of Participation & Presentation in National Conferences/Seminars during the last Five Years

Dr Babu Kochamkunel (Former Principal)

1.	1) Participated in the Keralasabha Seminar at Mar Thomas Centre, BLM, Aloor, Diocese of Irinjalakuda on 16-17 August, 2013
2.	2) Presented a paper on “Fostering Values in the Formation of Teachers” in the NAAC sponsored National Seminar on Formation of Quality Human Engineers Through Innovative Programme at Loyola College of Education, Chennai on 19-20 April, 2013

Dr Stephen T A (Principal)

3.	1) Presented paper entitled “Re-orienting Teacher Education in the Context of DESD” in the UGC Sponsored national Seminar on Educational Renaissance for a New Generation on 28-29 November, 2012 at St Thomas College, Pala
4	2) Participated in the UGC sponsored National conference on promotion of

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Education and Health perspectives and concerns in purview of Social Justice on 2 nd & 3 rd March 2010 organised by P.K.M College of Education, Madampam, Kannur.
5.	3) Participated in the 3 day National Workshop on Research Methodology held at Devakiamma Memorial College of Teacher Education. From 6 th - 8 th December 2010.
6.	4) Participated in the UGC sponsored National seminar on Empowering Teachers for S D organized by Farook Training college Calicut on 29 th & 30 th November 2011.
7.	5) Participated in the UGC sponsored National Seminar on Intervention to promote wellness & Immunology , susceptibility & Adherence held on 24 th & 25 th January 2012 organised by Keyi Sahib Training College Taliparamba.
8	6) Presented paper entitled “Education for Sustainable Development in Teacher Education: A Study on the Awareness of Concepts of Sustainable Development among Student Teachers” in the UGC Sponsored National Seminar on Education and Social Sensitivity on 25-26 November, 2010 at St Thomas College, Pala
9	7) Participated as resource person in the National Seminar on “Innovations and Transformations in Teaching and Learning” on 30 & 31 January, 2013 at SUM College of Teacher Education, Mamba, Kannur
10	8) Participated and chaired a session in the UGC Sponsored National Seminar on “Learning Science by Doing” organized by PKM College of Education, Madampam on 5-6 December, 2013
11	9) Participated in the UGC Sponsored National Seminar on “Human Rights for Sustianble Future” organized by Govt. Brennen College of Teacher Education, Thalassery, on 5-6 March, 2014

Dr Anil R (Associate Professor in Physical Education)

12.	1) Resource Person for the UGC Sponsored National Seminar on Emerging Trends in Sports Sciences organised by Government College of Physical Education, Calicut, 27-28 November, 2014., presented the lead paper on “Psychological
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Perspectives in the Process of Talent Development in Sport”
13.	2) Resource Person for the UGC Sponsored National Seminar on Physical Education in the Modern Society – Academic and Fitness Perspective organised by Department of Physical Education, NSS College, Changanerry, 26-27 November, 2014., presented the lead paper on “Developing Physical Literacy: An Underestimated Investment in Human Capital”
14.	3) Resource person for National Workshop on Research Report & Thesis Writing in Sports Sciences organized by Department of Sports Psychology, Lakshmibai National Institute of Physical Education, Gwalior, September 16-18, 2014 and engaged topics on (i) “Scientific Writing: Academic Integrity and Ethical Consideration; and (ii) Art and Craft of Scientific Publication”.
15.	4) Resource Person for the National Seminar on Applied Sport and Exercise Psychology organised by Government College of Physical Education, Calicut, 25-26 march, 2014, and presented the lead paper on “Peak Performance: Mood and Flow State in Sports”
16.	5) Resource person for UGC National Seminar on Value-Based Interventions in Teacher Education Institutions for Adolescent Health & Family Health organised by Keyi Sahib Training College, Taliparamaba, 12-13 March, 2014, and presented the paper titled “Influence of Media and Lifestyle on Adolescent Health Issues”
17.	6) Resource person for UGC National Seminar on Prevalence and Control of Lifestyle Diseases in Kerala organized by Department of Physical Education, Devamatha College Kuravilangad, Kottayam, 6-7 February, 2014 and presented paper on “ <i>Lifestyle Changes for Stress Survival – Towards a Destiny of Peace and Happiness</i> ”
18.	7) Resource Person for UGC Sponsored National Seminar on Nations Health: Mobilising Youth Through Physical :Literacy and Physical Education organised by Department of Physical Education, Bishop Kurialacherry College for

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Women, Amalagiri, Kottayam, 16-17 January 2014, and presented paper titled "Revisiting Talent Identification and Development: Psychological Perspectives".
19.	8) Resource Person for 24 th National Conference of Sports Psychology. Sports and Exercise psychology: career Development and Psychological Aspects of Youth Sports, 4-6 January, 2014, Visva-Bharati, Santiniketan, West Bengal and presented a paper titled "Peak Performance: Psychological Antecedents"
20.	9) Resource Person for the UGC Sponsored National Workshop on Training Methods and Orientation of Trends in Different Games Organized By Department of Physical Education, Banaras Hindu University, Varanasi from 15 to 22 November, 2013 and delivered two lectures on Applying Sports Psychology
21.	10) Resource person for the UGC Sponsored National Seminar on Positive Schooling through Positive Teacher Education: Transversing Classroom Discourses and Strategies organized by NSS Training College, Pandalam, Pathanamthitta from 5-7 September, 2013 and presented a theme paper entitled "But Learning Disabilities, But Differential Abilities- Embracing Uniqueness of Children".
22.	11) Resource Person for the National Seminar on Sports Culture in College Campus organized by Department of Physical Education, Government Brennen College, Thalassery on 27 February, 2013.
23.	12) Resource Person for the 23 rd National Conference of Sports Psychology organized by Christ College, Irijalakuda from 29-31 January, 2013 and presented the paper titled "Unleashing Potential, Harnessing Possibilities: Psychological Perspectives for Long term Athletic Development"
24.	13) Resource person for the National Seminar on Applied Sport and Exercise Psychology organized by School of Physical Education and Sports Sciences, Kannur University on 22-23 June, 2012 and presented a paper titled "Psychological Perspectives in Coaching".

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

25.	14) Resource person for the National Seminar on Sports Science as a Key to Excellence in Performance organized by Government College of Physical Education, Calicut on 7 & 8 March, 2012 and presented a paper titled "Emerging Model in Coaching: Philosophical and Psychological Perspectives".
26.	15) Delivered the Key Note Address for the National Seminar on Sports Science as a Key to Excellence in Performance organized by Government College of Physical Education, Calicut on 7 & 8 March, 2012
27.	16) Resource person for the National Seminar on Women and Sports organized by Alphonsa College, Pala, Kerala on 14 & 15 February, 2012 and presented a paper titled "The Female Athlete: issues and Concerns".
28.	17) Resource Person for the UGC National Seminar on Intervention to Promote Wellness & Immunology: Susceptibility and Adherence organised by Keyi Sahib Training College, Taliparamba, on 24 and 25 January, 2012 and presented a paper titled "Exercise, Immunology and Health Promotion"
29.	18) Resource Person for the UGC National Seminar on Revelation of Current Trends and issues in Physical Education organised by Kuvempu University, Shimoga, Karnataka on 6 and 7 January, 2012 and presented a paper titled "Marketing and Management Issues in Physical Education and Sports".
30.	19) Resource Person for the UGC National Conference on Honing Modern Trends and Promotion of Education and Health Sciences organised by St Aloysius College, Edathua from 14 to 16 December 2011 and presented a paper titled "Hypokinetic Diseases".
31.	20) Resource Person for the UGC National Conference on Life Style Management @ Fitness.Com organised by St Paul's College, Kalamassery from 15-16, December, 2011.
32.	21) Resource Person for the UGC National Seminar on Yoga for Health, Cure and Longevity" organised by St Josephs College for Women on 15 and 16 November, 2011 and presented a lead paper titled "Towards Wellness

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Curricula: Journey into Transformation and Rejuvenated Life"
33.	22) Resource Person for the National Workshop on Training Methods and Orientation of Trends in Different Games organised by Department of Physical Education, Banaras Hindu University from 1 to 7 November, 2011 and delivered two sessions on Sports Psychology.
34.	23) Resource Person for the UGC Sponsored National Conference on Physical Education: The Key for Holistic Inter-Disciplinary Collaboration organised by Post Graduate Government College, Chandigarh from 11-13 March, 2011 and presented a paper titled "Mental Imagery: Perspectives, Models and Strategies for Application".
35.	24) Resource Person for The UGC Sponsored National Conference on Physical Education for the 21 st Century at Mata Gujri College, Fategarh Sahib, Punjab on 25 and 26 February, 2011 and presented a paper titled Mental Skills Training in Sports: Bridging the gap Between Theory and Practice.
36.	25) Resource person for the UGC Sponsored National Seminar on Recent Trends in Physical Education, Sports, Health Education, Yoga and Stress Management organized by Catholocate College, Pathanamthitta from 11-13 August, 2010 and presented a theme paper entitled "Psychological Principles of Teaching and Coaching".
37.	26) Resource person for the UGC Sponsored National Seminar on Recent Trends in Physical Education, Sports, Health Education, Yoga and Stress Management organized by Catholocate College, Pathanamthitta from 11-13 August, 2010 and presented a theme paper entitled "Mental Skills Training; Role of Imagery in Sports".
38.	27) Resource Person for the NAAC Sponsored National Seminar on "Major Issues in Indian Higher Education Pertaining to Quality " organized by IQAC, Mahatma Gandhi Government Arts College, Mahe, and presented a theme paper entitled "Higher Education in India: Global Imperatives and Regional

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Challenges” on 23 and 24 March, 2010.
39.	28) Resource person for the UGC Sponsored National Seminar on Yoga for Healthy Living and Fitness organized by Seth Motilal (PG) College, Jhunjhunu, Rajasthan on 22-23 February, 2010, chaired a session and presented a theme paper entitled “Holistic Education: Unearthing the Treasure Within”.
40.	29) Resource Person for the National Conference on Multidisciplinary Approach in Physical Education, organized by Department of Physical Education, Punjabi University, Patiala on 1 and 2 February, 2010 and presented a theme paper titled "Emergence of an Athlete Centered Model in Sport"
41.	30) Resource Person for the UGC Sponsored National Seminar on Nutrition and Health Care for Healthy Aging” at B.K. College, Amalagiri, Kottayam from 14-15 January, 2010; and delivered a theme presentation on “Health Promotion: An Approach to be Mainstreamed in the Total Health Care System” and was the moderator for the Panel Discussion.
42.	31) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
43.	32) Participated in the UGC Sponsored National Conference on “Promotion of Education and Health: Perspectives and Concerns in the Purview of Social Justice” organised by PKM College of Education, Madampam, Kannur on 2 and 3 March, 2010

Dr (Mrs) Rekha K R (Associate professor in English)

44.	1) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
45.	2) Presented a paper titled “Project Based Learning: An Inspiring Means in Higher Education” in the UGC Sponsored National Seminar on Quality in Higher

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Education – Exploring New Frontiers in Rural Institutions organized by IQAC of Al-Ameen College, Edathua, Aluva on 13 November, 2014
46.	3) Attended the UGC Sponsored National Conference on Promotion of Education and health: perspectives and Concern in the Purview of Social Justice at PKM College of Education Madampam on 2 and 3 March, 2010.
47.	4) Participated in “National Seminar Cum Awareness Program on Human Rights” sponsored by UGC at S.N College Kannur on 25 th and 26 th November 2010.

Mrs Maya J Pillai (Associate Professor in Education)

48.	1) Presented a paper titled “Effectiveness of Life skill Intervention Packages for Improving the Self Esteem of Adolescent Girls” in the UGC Sponsored National Seminar on Value-Based Interventions in Teacher Education Institutions for Adolescent Health & Family Health organised by Keyi Sahib Training College, Taliparamaba, 12-13 March, 2014
49.	2) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
50.	3) Presented a paper titled “Effect of Study Approaches on Process Skills in Physics of Adolescents of Kerala” in the UGC Sponsored National Conference on Learning Innovation in Science Education at PKM College of Education Madampam on 2 and 3 February, 2012.
51.	4) Attended the UGC Sponsored National Conference on Promotion of Education and health: perspectives and Concern in the Purview of Social Justice at PKM College of Education Madampam on 2 and 3 March, 2010

Dr Prasanth Mathew (Assistant Professor in Physical Science)

52.	1) Presented a paper titled “Conserving Natural Life-support Systems for the Wellbeing of Adolescents” in the UGC National Seminar on Value Based Interventions in Teacher Education Institutions for Adolescent and family Health organized by Keyi Sahib Training College, Taliparamba on 12 and 13 March,
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	2014.
53.	2) Participated as paper contributor (main author) of the paper “Einsteinum Newtonum kode Njanum: A Student Diary Designed for personalizing Science” which was presented by co-author in the UGC Sponsored National Seminar on Value Based Interventions in Teacher Education Institutions for Adolescent and Family Health organized by Keyi Sahib Training College, Taliparamba on 12 and 13 March, 2014.
54.	3) Participated as paper contributor (main author) of the paper “Graphic Organizers for Simplifying Complex Learning Tasks in Science” which was presented by co-author in the UGC Sponsored National Seminar on Value Based Interventions in Teacher Education Institutions for Adolescent and Family Health organized by Keyi Sahib Training College, Taliparamba on 12 and 13 March, 2014.
55.	4) Participated as paper contributor (main author) of the paper “Observance of Days of Scientific Importance in Schools” which was presented by co-author in the UGC Sponsored National Seminar on Globalization and Teacher Education: Methodology and Strategies” orgnaised by School of Pedagogical Sciences, Kannur University on 1 and 4 September, 2014
56.	5) Participated as paper contributor (main author) of the paper “Personalizing Science Based on Learner’s Preference” which was presented by co-author in the UGC Sponsored National Seminar on Globalization and Teacher Education: Methodology and Strategies” orgnaised by School of Pedagogical Sciences, Kannur University on 1 and 4 September, 2014
57.	6) Presented a paper titled “Science Teacher: Paradigm Shift – Classic to Next Generation” at the National Seminar on Education for the 21 st Century held on 24 and 25 January at Government Brennen College of Teacher Education, Thalassery.
58.	7) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
59.	8) Participated in the UGC Sponsored National Conference on “Promotion of

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Education and Health: Perspectives and Concerns in the Purview of Social Justice” orgnaised by PKM College of Education, Madampam, Kannur on 2 and 3 March, 2010
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Ms Jessy N C (Assistant Professor in Malayalam)

60.	1) Presented a paper titled “Media and the Reading Culture” in the National Seminar on Mass Communication – Challenges, Trends and Future at St Stephens College, Uzhavoor on 12 and 13 November, 2014
61.	2) Presented a paper titled “Adjustment of Adolescents in Relation to Intelligence” in the National Seminar on Educational Renaissance for a New Generation at St Thomas Training College, Pala on 28 and 29 November, 2012.
62.	3) Presented a paper titled ‘Universal Design for Learning: An Equitable Access to Learning” in the National Seminar on Innovations and Transformations in Teaching and Learning at SUM College of Teacher Education on 30 and 31 January, 2013
63.	4) Participated in the UGC Sponsored national Seminar on Sciencing – Learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
64.	5) Participated in the UGC Sponsored National Seminar on Yoga: A Panacea for Lifestyle Diseases at St Thomas training College, Pala on 23 and 24 January, 2014
65.	6) Participated in the UGC Sponsored National Seminar on Reflections on Reflective Practices at St Thomas training College, Pala on 21 and 22 November, 2013
66.	7) Participated in the One Week National Workshop on Infusing ICT into Curriculum Transaction sponsored by Directorate of Collegiate Education, Governmnet of Kerala from 12 to 18 March, 2013 at Government Brennen College of Teacher Education, Thalassery`
67.	8) Participated in the National Seminar on Multifarious Interventions for Revamping Teacher Education from 19 to 20 December, 2012 at Government

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Brennen College of Teacher Education, Thalassery
68.	9) Participated in the Local NGO/CBO Networks Training on Akshya (GFATM Round 9 TB project at Catholic Health Association of India, Secunderabad from 17 to 19 May 2011
69.	10) Participated in the National Seminar on Education for 21 st Century from 24 and 25 January, 2012 at Government Brennen College of Teacher Education, Thalassery
70.	11) Participated in the National Workshop on E-content Authoring in Language Teaching on 24 and 25 November, 2011 at Keyi Sahib Training College, Taliparamba.
71.	12) Attended the One Week Workshop on Research Methodology at University of Calicut from 2 to 6 May 2011
72.	13) Attended the UGC Sponsored National Conference on Learning Innovation in Science Education at PKM College of Education Madampam on 2 and 3 February, 2012.
73.	14) Attended the National Seminar on Value Education at mar Baselious College of Education, Sulthan Bathery, Waynad on 2 and 4 February, 2011
74.	15) Participated in the UGC Sponsored National Seminar on Education and Social Sensitivity at St Thomas training College, Pala on 25 and 26 November, 2010.
75.	16) Attended the UGC Sponsored National Conference on Promotion of Education and health: perspectives and Concern in the Purview of Social Justice at PKM College of Education Madampam on 2 and 3 March, 2010.
76.	17) Attended the National Seminar on Quality Improvement in Educational Research: Innovative Trends at St Josephs Training College, Mannanam, Kottayam on 5 and 6 March, 2010

Dr (Mrs) Sholy Joseph K (Assistant Professor in Mathematics)

77.	1) Presented a paper titled "Need for Incorporating Qualitative Research Paradigm in Social Sciences" at the National Seminar on Globalisation and Teacher Education: Methodology and Strategies organized by School of Pedagogical
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Sciences, Kannur University on 5 and 6 September, 2014
78.	2) Presented a paper titled “Acquisition of Values in Adolescent Learners through Problem Solving Approach in Mathematics” at the National Seminar on Value Based Interventions in Teacher education Institutions for Adolescents & Family Health organized by Keyi sahib Training College, Thaliparamba on 12 and 13 March, 2013
79.	3) Presented a paper titled “Observation, Interview Project Based Learning as Effective Means of Continuous and Comprehensive Evaluation” in the National Seminar on Innovations and Transformations in Teaching and Learning at SUM College of Teacher Education on 30 and 31 January, 2013
80.	4) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
81.	5) Attended the UGC Sponsored National Conference on Promotion of Education and health: perspectives and Concern in the Purview of Social Justice at PKM College of Education Madampam on 2 and 3 March, 2010.
82.	6) Participated in the One Week National Workshop on Infusing ICT into Curriculum Transaction sponsored by Directorate of Collegiate Education, Governmnet of Kerala from 12 to 18 March, 2013 at Government Brennen College of Teacher Education, Thalassery`
83.	7) Particpated in the NPTEL Awareness Workshop conducted by Vimal Jyothi Engineering College, Chemberi on 22 January, 2013
84.	8) Participated and presented a paper titled “Project Based Learning in Mathematics: Perspectives and Challenges” in the National Seminar on Multifarious Interventions for Revamping Teacher Education from 19 to 20 December, 2012 at Government Brennen College of Teacher Education, Thalassery
85.	9) Participated and presented paper in the UGC Sponsored National Conference on Learning Innovation in Science Education at PKM College of Education Madampam on 2 and 3 February, 2012.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

86.	10) Participated in the National Workshop on E-content Authoring in Language Teaching on 24 and 25 November, 2011 at Keyi Sahib Training College, Taliparamba.
87.	11) Participated in the national Seminar on “Higher Education in India: Challenges and Prospects conducted by Kannur University from 13-15 December, 2011.

Dr (Mrs) Veena Appukuttan (Associate Professor in Social Science)

88.	1) Participated in the UGC Sponsored National Seminar on Sciencing- learning Science by Doing” organized by PKM College of Education, Madampam on 5 and 6 December, 2013
89.	2) Attended the National Seminar on Integrating Values in Teaching and Learning organised at Government Brennen College of Teacher Education, Thalassery on 25 September, 2013.
90.	3) Attended the UGC Sponsored National Conference on Promotion of Education and health: perspectives and Concern in the Purview of Social Justice at PKM College of Education Madampam on 2 and 3 March, 2010.

Mr John P T (College Librarian)

91.	1) Participated in the National Seminar on Academic Plagiariism and Bibliographic Reference management Software (BRMS) held at St Stephens College, Uzahvoor on 13-14 August, 2014.
92.	2) Participated in the UGC Sponsored National Workshop on Design and Development of Digital Libraries using D Space organized by Marian College, Kuttikanam on 9-10 January, 2014.
93.	3) Participated in the Seminar on Technological Innovations in Libraries organized by Teacher Education College Librarians Forum at St Thomas College of Teacher Education, Pala on 1 May 2013.
94.	4) Participated in the Orientation programme on Online Resources organized by Kannur University Central library and Research centre on 14 March 2013
95.	5) Participated in the Two day Workshop on KOHA and LINUX organized by

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Teacher Education College Librarians Forum at St Josephs Training College of Teacher Education, Ernakulam on 20 and 21 September, 2010
96.	6) Participated in the National Seminar on Media – Human Values & Rights organized by Kannur University Central Library and research Centre on 17 May 2010

Details of Participation & Presentation in State level/Regional Workshops/Seminars during the last Five Years

Dr Stephen T A (Principal)

1.	1) Attended the Regional Workshop on Examination Reforms organized by IQAC of PKM College of Education, Madampam on 18 August, 2011
2.	2) Attended the State level Workshop on Infusing New Psychological Paradigms In Teacher Education Curriculum organized by Keyi Sahib Training College, Taliparamba on 16 January, 2010.
3.	3) One day Workshop on Restructuring teacher Education Curriculum organised by AKPCTA at KMM Government Women's College, Kannur on 23 January, 2010

Dr Anil R (Associate Professor in Physical Education)

4.	1) Attended the One day Workshop on Statistical Application in Physical Education and Sports on 21 June 2013 at School of Physical Education and Sports Sciences, Kannur University, Kannur.
5.	2) Participated in the One day Orientation Programme on Online Resources: The powerful Tool in Teaching, Learning and Research on 14 March, 2013 organised by Kannur University Central Library and Research Centre, Kannur
6.	3) Attended the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011.
7.	4) Participated in the Meeting Convened by Kerala State Higher Education Council to discuss draft report on Restructuring B Ed Curriculum on 22 March, 2011.
8.	5) Attended the One day Workshop on Restructuring teacher Education Curriculum

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	organised by AKPCTA at KMM Government Womens College, Kannur on 23 January, 2010
9.	6) Attended the State level Workshop on Infusing New Psychological Paradigms In Teacher Education Curriculum organized by Keyi Sahib Training College, Taliparamba on 16 January, 2010.

Dr (Mrs) Rekha K R (Associate Professor in English)

10.	1) Resource Person for the Seminar on English Association Functioning in Creative Dimension organized by Department of English, Deva Matha College, Paisakari on 28 February, 2014
11.	2) Resource Person and presented a paper titled “Nobel Luminaries In ESL Materials” in the Two Day Seminar on Teaching and Learning of English: New Perspectives, organized by CAS College, Madayi, Kannur in association with Kerala State Higher education Council on 15 and 16 February, 2013
12.	3) Chaired an Academic Session on Acquisition Versus Learning in the Tow Day Seminar on Teaching and Learning of English: New Perspectives, organized by CAS College, Madayi, Kannur in association with Kerala State Higher education Council on 15 and 16 February, 2013
13.	4) Resource Person for the Workshop on Backwardness in the leaning of English at Don Bosco Arts and Science College, Angadikadavu, Kannur on 3 march 2011.
14.	5) Attended the Academic Session on Higher Education: Contemporary Challenges organized by AKPCTA at Rubco House Kannur on 24 June 2011.
15.	6) Attended the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011.

Mrs Maya J Pillai (Associate Professor in Education)

16.	1) Attended the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011.
17.	2) Attended the One day Workshop on Restructuring teacher Education

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Curriculum organised by AKPCTA at KMM Government Womens College, Kannur on 23 January, 2010
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Dr Prasanth Mathew (Assistant Professor in Physical Science)

18.	1) Resource person and presented a paper on “Reciprocal and Reflective Teaching” in the Regional Seminar on Innovations in Teaching Strategies organized by College of Nursing, ACME, Pariyaram on 9 April, 2013
19.	2) Resource person for Two Day Workshop for M Tech students of Vimaljyothi Engineering College, Chemberi and took sessions on Pedagogical Approach in Transacting Knowledge on 16 and 17 July, 2013.
20.	3) Lecture on Next Generation Teachers in the One day Workshop for Teachers of Vimaljyothi Engineering College, Chemberi on 22 October, 2012
21.	4) Session on Next Generation Teachers in the One day Workshop for Teachers of St Augustine’s High School, Nellikutty, Kannur on 17 November, 2012.
22.	5) Conducted a Two day Workshop for M Ed students on Research Methodology at SNDP Yogam Training College, Adimali on 10 and 11 August, 2010

Ms Jessie N C (Assistant Professor in Malayalam)

23.	1) Attended the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011
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Dr (Mrs) Sholy Joseph K (Assistant Professor in Mathematics)

24.	1) Participated and presented a Group Discussion paper in the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011
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Dr (Mrs) Veena Appukuttan (Associate Professor in Social Science)

25.	1) Attended the Regional Workshop on Examination Reforms organized by IQAC, PKM College of Education, Madampam, Kannur on 18 August, 2011
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3.2 RESEARCH AND PUBLICATION OUTPUT

3.2.1 Facilities Available & Instructional and other Materials Developed by the Institution

The institution is fully equipped with smart classrooms, UGC Network Resource Centre, Automated library, and well equipped psychology and technology laboratories.. Free internet services are provided to students and staff of the college. Inflibnet service is also available in the library. The classroom cum methodology lab established in every optional class has various instructional materials include still and working models, diagrams, charts and other teaching learning aids which are prepared by the faculty and the students. The faculty members make optimum use of the facilities for effective transaction of curriculum. Transaction of curriculum has been undertaken using ICT facilities; and power point presentations of various lectures have been prepared by the faculty members. Students are also encouraged to make power point presentations on topics allotted to them for seminar presentations. Compilation of such power point presentations are kept as resource materials for reference.

3.2.3 Details of Training Programmes on Material Development

The college takes keen interest in developing materials both instructional and other social purposes. Every year we organize a workshop on development of teaching aids were experts from various fields orient and assist the students to prepare teaching aids and models. This provides ideas and inputs in fostering the creativity of preparing teaching-learning aids to the student teachers when they go for teaching practice.

We have organized UGC sponsored conference/seminars on “Learning Innovations in Science Education” in the year 2012; and National Seminar on “Learning Science by Doing Science” in the year 2013. Both the events were organized keeping in mind to develop the skills and proficiency of our students in the art and craft of improvisation in preparation of teaching aids.

As part of Socially Useful Productive Work (SUPW), workshops and training programmes are conducted in the work experience lab on areas of book binding, glass

painting, candle making, paper bag making etc. All these benefit in preparing materials for the college as well as equipping the prospective teachers in skills and proficiency in making such materials.

3.2.4 List of Published works by Faculty of the Institution

The faculty members of the college are actively involved in research oriented activities, including guiding research, undertaking research projects, and publication of research articles and books.

The faculty members of the college have completed two UGC Major Research projects, and four UGC minor research projects. One projects is at present ongoing.. Three of the faculty members are research guides and are actively guiding students for research leading to PhD. The college publishes all the research projects, and compiles the work of students for further reference. The college also undertakes action research and classroom based research projects. Even the students of the college are motivated and guided to take up and present research papers in national conferences/seminars.

The details regarding research and publication are listed under the following heads:

- Research Guidance by Faculty Members
- Reports and Documents Published
- Books Published
- Research Papers in Journals
- Papers in Proceedings of Conferences

Reports and Documents Published

(i) Research Guidance by Faculty

Three of the faculty members of the college are research guides and are guiding research scholars for their PhD. The following candidates have successfully completed and awarded PhD under the guidance of the faculty of the college.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

Sl No	Scholar	Title	Supervisor	Status
1	Jayaprakash P V	An Investigation into Sports Drop Out Among Youth in Kerala	Dr Anil R	Awarded 2011
2.	A N Sasidaran	An Assessment of Lifestyle Pattern and Health Status of High School Children in Kerala.	Dr Anil R	Awarded 2011
3.	Mary Antony	Effect of Cognitive and Somatic Strategies in Psycho-physiological Parameters of Female Athletes	Dr Anil R	Awarded 2012
4.	Biju P Thampi	An Exploratory Investigation of Mood, Cohesion and Collective Efficacy with Performance Among Professional Soccer Players	Dr Anil R	Awarded 2014
5.	Tiji Zachariah	Effect of Vitamin E Supplementation on Immune Responses of Middle and Long Distance Runners	Dr Anil R	Submitted 2014
6.	Jayarajan David	Analysis of Support Infrastructure, Coping Style and Self Concept Among Indian Sportspersons	Dr Anil R	Submitted 2014
7.	Stalin Raphel	Goal Orientation, Perceived Motivational Climate, Causal Dimensions and Sources of Sports Confidence Among Football Players of Kerala	Dr Anil R	Ongoing
8.	Dinesh Deswal	Perceived Coaching Behaviour, Coach-Athletes' Relationship and Athletes' Satisfaction: An Exploratory Study	Dr Anil R	Ongoing
9.	Muralidharan P T	Imagery and Biofeedback: Effects on Mental States, Physiological Indices and Athletic Performance	Dr Anil R	Ongoing
10	Jino Sebastian	Health Status and Nutritional Awareness	Dr Anil R	Ongoing

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

		of College Students: Effect of Selected Asanas and Physical Activity Programmes		
11.	Jasmine Joseph	Sports Culture Among Youth in Kerala: An Exploratory Study	Dr Anil R	Ongoing
12.	Mathews J	Psychological Antecedents of Coaching: An Exploratory Study Among Volleyball Coaches	Dr Anil R	Ongoing
13.	Miss Dhanya A	Problems faced by Differently-abled Students in Learning Physical at Secondary Level	Dr Prasanth Mathew	Ongoing
14	Ms Manju V S	Development of a Package for Improving Certain Social Skills and Academic Achievement Among the Inmates of Model Residential Schools in Kerala	Dr Prasanth Mathew	Ongoing

(ii) Proceedings of Conferences/Seminars

1.	Proceedings of the UGC Sponsored National Conference on Education and Health: Perspectives and Concern in the Purview of Social Justice, organized by the College on 2 and 3 March, 2010
2.	Proceedings of the UGC Sponsored National Conference on Learning Innovations in Science Education, organized by the College on 2 and 3 February, 2012
3.	Proceedings of the UGC Sponsored National Seminar on Sciencing – learning Science by Doing organized by the College on 5 and 6 December, 2013

(ii) Reports of UGC Major/Minor Research Project

Major Projects

1.	Report of the UGC Major Research Project on “Compilation, Digitization and Databasing of Doctoral Dissertation in India: Creation of metadata Up to 2010” by Dr
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Anil Ramachandran (2014).
2.	Report of the UGC Major Research Project on “Effectiveness of Life Skill Intervention Packages for Improving Emotional maturity and learning Styles of Adolescent Club members of ICDS in Kerala” 2013 by Mrs Maya J Pillai

Minor Projects

1.	Report of the UGC Minor Research Project on “Effect of Curriculum based Dynamic Assessment on Achievement in Physical Science of at risk Students” 2014 by Dr Prasanth Mathew
2.	Report of the UGC Minor Research Project on “Adolescence’s Adjustment Problems in Relation to Intelligence” 2014 by Ms Jessy N C
3.	Report of the UGC Minor Research Project on “Effect of Constructivist Approach through Improvisation Towards Scientific Inquiry Attitude and Achievement in Physics” 2011 by Dr Babu Kochamkunnel
4.	Report of the UGC Minor Research Project on “Assessment of Body Mass index and Health Related Physical Fitness Among School Children in Kerala” 2008 by Dr Anil Ramachandran

(iii) Books Published

1.	Ramachandran Anil (2010) Index of Doctoral Theses in Physical Education and Sports Sciences in Various Universities in India
2.	Ramachandran Anil (2011) Handbook of Health, Fitness and Wellness, Akademia Publications, Calicut

(iv) Research Papers in Journals

1.	<i>Ramachandran Anil</i> (July 2014) Transforming Education to Meet the Needs of New Millenails: Challenge for Teachers in the Digital Era” <i>Research and Pedagogical</i>
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PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	<i>Interventions (Peer-reviewed Research Journal in Education)</i> . Vol 3, No.1, 16-21
2.	Ramachandran, Anil (January 2013) “Effect of Imagery Modality on Pre-Competitive Anxiety, Self-Confidence and Archery Performance” <i>Indian Journal of Sport Psychology</i> Vol.1, No.1
3.	Ramachandran, Anil (October, 2012). “Scientometric Analysis of Doctoral Dissertations in Physical Education in Kerala and TamilNadu”. <i>International Journal of Behavioural, Social and Movement Studies</i> Vol.1. No.4, 174-184.
4.	Ramachandran, Anil (July 2011). “Comparative Effects of Different Frequencies of Glucose and Fructose Feedings on Blood Glucose Levels and Endurance Exercise Performance” <i>Journal of Sports, Physical Education, Allied and Alternative Sciences</i> Vol.2, No.1, 8-14.
5.	Ramachandran, Anil and P P, Sunil Kumar (June, 2010). “Use of Imagery Among Athletes: Comparison with Respect to Gender and Sport” <i>Journal of Movement Education</i> Vol.2. No.2, 1-5.
6.	Joseph, George, Ramachandran, Anil and Nair, Usha S, (June, 2010) “The Effect of Plyometric Training and Complex Training Programmes on Selected Power Variables of Volleyball Players” <i>Journal of Movement Education</i> Vol.2. No.2, 45-49.
7.	Ramachandran Anil ; Deol, Nishan Singh and Gill, Manmeet, (2009). “Assessment of Body Mass Index and Health Related Fitness Among School Children” <i>Journal of Physical Education and Sport</i> Vol.25, No.4.
8.	R, Anil and Joseph, Sholy, (2000) “A Study of Interest in Teaching of Teacher Trainees Undergoing B Ed Course in Kannur University”, <i>Experiments in Education</i> . Vol.28, No.12: 184-187.
9.	R, Anil and Uppal. A K, (July 1995) “The Effect of Varying Schedules of Glucose Supplementation on Endurance Capacity During Prolonged Cycle Ergometer Exercise”, <i>Journal of Physical Education and Sports Sciences</i> , Vol.8, No.2, 46-51.
10.	R, Anil and Pradhan, Krishnendu, (1995) “Exercise and the Quality of Life: Physical

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Activity Programming for the Aged”, <i>Ageing & Society The Indian Journal of Gerontology</i> Vol.6, No.1 & 2: 21-24.
11.	R, Anil and Pradhan, Krishnendu, (1995) “Promoting Better Health Care for the Aged: Benefits of Physical Activity and Sports Participation”, <i>Ageing & Society The Indian Journal of Gerontology</i> Vol.5, No.3 & 4: 21-24.
12.	Pradhan, Krishnendu, R, Anil and Dey, R N, (July, 1994) “Intersportive Difference in Maximal Aerobic and Anaerobic Capacities of Male Athletes”, <i>Journal of Physical Education and Sports Sciences</i> , Vol.6, No.1,56-61.
13.	Mathew, Prasanth. “Sensitizing Students to Conserve Natural life Support Systems for Prospective Bliss: A Conceptual Model” Educational Abstracts.
14.	Mathew, Prasanth. “Redefining Science Education Based on Learners Preference” Research and Pedagogical Interventions
15.	Mathew, Prasanth. “Observance of Days of Scientific Importance in Secondary Schools” Innovations and Researches in Education.
16.	Mathew, Prasanth.(2014) “Effectiveness of Curriculum Based Dynamic Assessment on Achievement in Physical of At Risk Students” Educational Extracts Vol 2, Issue 1, January, 2014; 73-79
17.	Mathew, Prasanth. (2014) “Effect of Curriculum Based Dynamic Assessment on Achievement of At Risk Students” Research and Pedagogic Interventions Vol 3, Issue 1, January, 2014; 33-43
18.	Mathew, Prasanth. (2013) “Science Teacher ^{NG} : Paradigm Shift – Classic to Next Generation” Research and Pedagogic Interventions Vol 2, Issue 1, January, 2013; 38-48.
19.	Mathew, Prasanth (2012). “Influence of Participation in Sports, Arts and Work Experience on Coping Skills of Adolscent” Research and Pedagogic Interventions Vol 2, Issue 1, January, 2012.
20.	Mathew, Prasanth. (2012) “Effect of Collaborative Concept Mapping Technique on

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Achievement in Chemistry at Secondary Level” Journal of Studies in Teacher Education 5:1, June 2012: 46-56.
21.	Joseph, Sholy (2008) “Some Factors Discriminating Mathematically Gifted and Non-Gifted Students” Journal of Korea Society of Mathematical Education Series: Research in Mathematics Education 12:4 (2008): 251-257.
22.	Joseph, Sholy (2015) “Quantitative and Qualitative Paradigms and their Importance in Research” Educational Extracts.
23.	Joseph, Sholy (2015) “Four Rings Model for Identification of Mathematically Gifted Students” Research in Pedagogic Interventions (Forthcoming Issue)
24	R, Anil and Joseph, Sholy, (2000) “A Study of Interest in Teaching of Teacher Trainees Undergoing B Ed Course in Kannur University”, <i>Experiments in Education</i> .
25.	Jessy, N C (2014) “Adjustment of Adolescents in Association with Socio-Demographic Variables” Educational Extracts 2:1 (January, 2014).
26	Jessy, N C (2014) “Folklore: A Catalyst for Desirable Educational Outcomes” Avila Journal of Educational Research
27	Jessy, N C (2014) “Psychological Well-being and its Relation to Social Well-being of Adolescents ” Global Research Review

(v) Papers in Proceedings of Conferences

1.	Ramachandran, Anil (2014) “Lifestyle Changes for Stress Survival – Towards a Destiny of Peace and Happiness” <i>Proceedings of UGC Sponsored National Seminar on Prevalence and Control of Lifestyle Diseases in Kerala</i> organized by Department of Physical Education, Devamatha College Kuravilangad, Kottayam, 6-7 February, 1-2
2.	Ramachandran, Anil (2014) “Influence of Media and Lifestyle on Adolescent health Issues” <i>Proceedings of UGC Sponsored National Seminar on Value based Interventions in Teacher Education Institutions for Adolescent and Family Health Issues</i> organized by Keyi Sahib Training College, Taliparamaba, 12-13 March, 2014.
3.	Ramachandran, Anil (2013) “Not Learning Disabilities, But Differential Abilities – Embracing Uniqueness of Children” <i>Proceedings of National Seminar on Positive Schooling Through Positive Teacher Education</i> organized by NSS Training College,

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

4.	Pandalam, 5-7 September, 2013,
	<i>Geetha, C & Ramachandran, Anil (2013) "Sport and Gender: Sport as a Tool for Advancing Gender Equity and Women Empowerment" Proceedings of International Conference on Futuristic Trends in Physical Education</i> organized by Punjabi University, Patiala, 24-26 January, 2013, Vol 4: 540-541.
5.	Ramachandran, Anil (2013) "Promises to Podium: Developing Youth Sports to Olympic Champions" <i>Proceedings of International Conference on Futuristic Trends in Physical Education</i> organized by Punjabi University, Patiala, 24-26 January, 2013, Vol 4: 95-97.
6.	<i>David, Jayarajan & Ramachandran, Anil (2013)</i> "Analysis of Social Support and Coping Skills Among national level Sportspersons" <i>Proceedings of International Conference on Futuristic Trends in Physical Education</i> organized by Punjabi University, Patiala, 24-26 January, 2013, Vol 4: 173-176.
7.	Ramachandran, Anil (2012) "Athlete Centered Model: The Pedagogical and Psychological Approach to Coaching. <i>Proceedings of National Conference on Sports Psychology</i> , School of Physical Education and Sports Sciences, Kannur University, 22-23 June, 2012
8.	Ramachandran, Anil (2012). "Curriculum Development and Research" <i>Proceedings of UGC Sponsored State Level Seminar on Community Involvement in Curriculum Development</i> organized by Mount Taboor Training College, Pathanapuram, Kollam 1-2 March, 2012:8-10.
9.	Ramachandran, Anil (2012). "Management and Marketing Issues in Physical Education and Sport" <i>Proceedings of UGC Sponsored National Seminar on Current Trends and Issues in Physical Education</i> organized by Department of Physical Education, Kuvempu University, Shimoga, Karnataka 6-7 January, 2012:34-38.
10.	Ramachandran, Anil (2011). "Physical Activity and Psychological Wellbeing: The Feeling Good Aspects" <i>Proceedings of UGC Sponsored National Seminar on Lifestyle management @ Fitness.com</i> organized by St Paul's College, Kalamassery , 16 December, 2011:
11.	Ramachandran, Anil (2011). "Towards Wellness Curricula: Journey into Transformation and Rejuvenated Life" <i>Proceedings of UGC Sponsored National Seminar on Yoga for Health Care and Longevity</i> organized by St Josephs College for Women, Alapuzha, 16 October, 2011
12.	Ramachandran, Anil (2011). "Mental Imagery in Sports: Perspectives, Models and Strategies for Application" <i>Proceedings of UGC Sponsored National Conference on Physical Education: The Key for Holistic Inter-Disciplinary Collaboration</i> organized

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	by Department of Physical Education, Teacher Education and learning, Post Graduate Government College, Chandigarh, 11-13 March, 2011:
13	Ramachandran, Anil. (2010). "Higher Education in India: Global Imperatives and Regional Challenges". <i>Proceedings of the NAAC Sponsored National Seminar on "Major Issues in Indian Higher Education Pertaining to Quality "</i> organized by IQAC, Mahatma Gandhi Government Arts College, Mahe, 23-24 March, 2010: 7-12.
14	Ramachandran, Anil. (2010) "Mental Skills Training: Role of Imagery in Sports" <i>Proceedings of the UGC Sponsored National Seminar on Recent Trends in Physical Education, Sports, Health Education, Yoga and Stress Management</i> at Catholicate College, Pathanamthitta from 13-15 August, 2010: 10-12
15	Ramachandran, Anil. (2010) "Health Promotion: An Approach to be Mainstreamed in the Total Health Care System" <i>Proceedings of the UGC Sponsored National Seminar on Nutrition and Health Care for Healthy Aging</i> at B.K. College, Amalagiri, Kottayam from 14-15 January, 2010: 21-16
16	Philip, Natasha and Ramachandran, Anil (2010) "Cord Blood Banking: Overlapping Concerns" (2010). <i>Proceedings of UGC Sponsored National Conference on Promotion of Education and Health: Perspectives and Concerns in Purview of Social Justice</i> , P.K.M. College of Education, Kannur, March 2-3, 2010: 70-77.
17	Antony, Mary; Ramachandran, Anil ; Shiju, s; and Noby, C C "Sports and Women: A Probe into Women Empowerment under the Existing Socio-cultural Scenario of Kerala State" <i>Proceedings of UGC Sponsored National Conference on Promotion of Education and Health: Perspectives and Concerns in Purview of Social Justice</i> ", P.K.M. College of Education, Kannur, March 2-3, 2010: 87-94.
18	Ramachandran, Anil. (2009) "Classroom Management Using E-resources: Integrating ICT in Teacher Education", <i>Proceedings of UGC Sponsored National Seminar on E-learning Strategies in Teacher Education</i> , 20 & 21 August, 2009: 42-47.
19	Ramachandran, Anil. (2006) "The Professional Paradox of Physical Education: Need for An Action Plan", <i>Proceedings of International Conference on Physical Education and Sports Sciences</i> , 28-30, April, 2006: 7-9.
20	Stephen, T A "A study on the awareness of concepts of ESD among Teacher Education" <i>Proceedings of the world conference on 'professional Development of Teachers and Teacher Educators'</i> organized by lovely professional university, Punjab in association with AIAER on 12 th & 13 th November 2010.
21	Stephen, T A "Personal Strengths: A means to sustainable Happiness". C.D of the proceedings of the International Conference on 'Learning Innovations in science &

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

22	<p>Technology organized by faculty of industrial Education * Technology, King Mongkut's University of Technology, Thornburi, Thailand on 29th February -2nd March 2012</p> <p>Stephen, T A "Developing scientific sensitivity' through addressing Local issues" Proceeding of UGC sponsored National conference on 'Learning innovation in Science Education' organized by P.K.M. College of Education, Madampam, Kannur on 2nd & 3rd February 2012</p>
23	<p>Stephen, T A "Re-orienting Teacher Education in the context of Decade of Education for Sustainable Development" (DESD). Proceedings of UGC sponsored National Seminar on 'Educational Renaissance for a new Generation' organized by St. Thomas College of Teacher Education Pala on 28th & 29th November 2012</p>
24	<p>Mathew, Prasanth "Spiritual Domain: The Domain of Learning for Integrating Virtues and Enhancing the Spiritual Capital" CD of the proceedings of ICLIST2010. International Conference on Learning Innovation in Science and Technology, at Pattaya, Thailand on 24-26 February 2010.</p>
25	<p>Mathew, Prasanth "The effect of Dynamic Assessment on achievement in Social Science among High School Students" CD of the proceedings of ICLIST2010. International Conference on Learning Innovation in Science and Technology, at Pattaya, Thailand on 24-26 February 2010.</p>
26	<p>Mathew, Prasanth (Co-author) "Influence of participation in religious practices on spiritual intelligence, virtues and academic achievement of higher secondary school students" <i>Peace Education: an Orientation for Gen Next</i> -Proceedings of the IXth Annual Convention and International Seminar of Council for Teacher Education held at St.Thomas College of Teacher Education, Pala on 13th and 14th August 2010.</p>
27	<p>Mathew, Prasanth "Personal Strengths: A means to sustainable Happiness". C.D of the proceedings of the International Conference on 'Learning Innovations in science & Technology organized by faculty of industrial Education * Technology, King Mongkut's University of Technology, Thornburi, Thailand on 29th February -2nd March 2012</p>
28	<p>Mathew, Prasanth "Coping skills of higher secondary school students in relation to their bodily kinesthetic intelligence" Proceedings of UGC sponsored National Conference on Promotion of Education and Health : Perspectives and Concerns in purview of Social Justice organized by P.K.M. College of Education, Madampam on 2-3 March 2010.</p>
29	<p>Mathew, Prasanth "Science Calendar: A Process Oriented Way to Enrich Scientific Knowledge" Proceedings of the UGC Sponsored Two Day National Conference on Learning Innovation in Science Education organized by P.K.M. College of Education,</p>

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Madampam, Kannur on 2 nd and 3 rd February 2012.
30	Mathew, Prasanth "Crossword Puzzle: A Magical Approach towards Learning Science" Proceedings of the UGC Sponsored Two Day National Conference on Learning Innovation in Science Education organized by P.K.M. College of Education, Madampam, Kannur on 2 nd and 3 rd February 2012.
31	Mathew, Prasanth "Capturing Scientific Concepts through Cartoons" Proceedings of the UGC Sponsored Two Day National Conference on Learning Innovation in Science Education organized by P.K.M. College of Education, Madampam, Kannur on 2 nd and 3 rd February 2012.\
32	Mathew, Prasanth "Exploring Science through Science Fictions" Proceedings of the UGC Sponsored Two Day National Conference on Learning Innovation in Science Education organized by P.K.M. College of Education, Madampam, Kannur on 2 nd and 3 rd February 2012.
33	Mathew, Prasanth "Web 2.0: Socializing and Collaborating Science Learning" Proceedings of the UGC Sponsored Two Day National Conference on Learning Innovation in Science Education organized by P.K.M. College of Education, Madampam, Kannur on 2 nd and 3 rd February 2012.
34	Mathew, Prasanth "Generating Humbleness of Spirit and Scientific Sensitivity through Creative Learning of Science" Education and Social sensitivity-Proceedings of National level Seminar on Education and Social Sensitivity organized by St Thomas College of Teacher Education, Pala on 25 th and 26 th November 2010.
35	Jessy N C. Emotional Stability and Self-Esteem of Visually Challenged Students in Association with Socio-Demographic variables" Proceedings of International Seminar on Learning Disabilities and inclusion at Mount Carmel College of Teacher Education for Women Kottayam. ISBN: 978-81-929468-0-1
36	Jessy N C. "Adjustment of Adolescent in relation to Intelligence" Proceedings of the UGC sponsored National seminar on Educational Renaissance for a new generation at St. Thomas college of Teacher Education Pala. ISBN 978-93-82359-41-8
37	Jessy N C. "Media and Culture of Reading" Proceedings of the UGC sponsored National Seminar on Mass Communication- Challenges, Trends and Future" at St. Stephens College, Uzhavoor. ISBN 978-81-930000-3-8
38	Rekha K R. "Project Based Learning-An Inspiring Means in Higher Education" proceedings of UGC sponsored national seminar organized by the IQAC of Al-Ameen College ,Edathala ,Aluva on Quality in Higher Education-Exploring New Frontiers in Rural Institutions ,on 12 th & 13 th November 2014.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

39	<i>Sholy Joseph K</i> “Characteristics, Challenges and Identification of Mathematically Gifted Students” Proceedings of the the National Seminar on ‘Learning, Innovation in Science Education’ conducted by the PKM College of Education Madampam published on Feb 2012.
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3.2.5 Awards and Honours Received by Faculty Members

Our faculty members have been resourceful and have rendered their service and expertise not only in the college but have also extended their service for various academic and community oriented programmes. Our faculty members have been fortunate to receive various awards and honours which have been a pride for the institution. The following are the prominent awards and honours received by the faculty members of the college

- Dr Babu Kochamkunnel, Former Principal of the college was the UGC NAAC Peer Team member for various colleges in the country
- Dr Babu Kochamkunnel, Former Principal of the college was the NCTE Visit Team member for inspection of various colleges
- Dr Babu Kochamkunnel, Former Principal of the college is the recipient of Bharat Shiksha Rattan Award for Excellence in Chosen Field of Activity by Global Society for Health and Educational Growth on 29 April, 2013 at New Delhi.
- Dr Babu Kochamkunnel was the former chairperson of the Board of Studies in Education, Kannur University.
- Dr Babu Kochamkunnel is the approved research guide in education of Kannur University
- Dr Stephen T A is the NCTE Visit Team member for inspection of various colleges in the country
- Dr Anil Ramachandran was the NCTE (National Council for Teacher Education) Visit Team Member for Inspection of Institutions in Karnataka and Andhra Pradesh.
- Dr Anil Ramachandran was Presented Bharath Shiksha Ratan Award for Excellence in Chosen Field of Activity on the occasion of the 37th National Seminar on

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Individual Achievements and National Development organized by Global Society for Health and Educational Growth on 29 April, 2013 at New Delhi

- Dr Anil Ramachandran was awarded the Best paper Award at the International Conference on Physical Education and Sports Sciences held at Manipal, Karnataka from 28 to 30 April 2006.
- Dr Anil Ramachandran was awarded “Certificate of Excellence” from International Open University, Colombo, Srilanka, December, 1996.
- Dr Anil Ramachandran is the approved research guide in physical education of Kannur University, Kannur
- Dr Anil Ramachandran is the approved research guide in physical education of Mahatma Gandhi University, Kottayam
- Dr Prasanth Mathew is the approved research guide in education of Kannur University, Kannur

3.2.6 Details of Minor and Major Research Completed by Faculty

Most of the faculty members have been sanctioned UGC Major or Minor research projects from UGC. The following are the details of UGC Research projects completed in the college:

UGC Major Research Project

Sl No	Faculty	Project
1.	Smt Maya J Pillai	UGC Major Research Project on “Effectiveness of Life Skill Intervention Packages for Improving Emotional maturity and learning Styles of Adolescent Club members of ICDS in Kerala”
2.	Dr Anil R	UGC Major Research Project on “Compilation, Digitization and Databasing of Doctoral Dissertation in India: Creation of metadata Up to 2010”

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

UGC Minor Research Project

Sl No	Faculty	Project
1.	Dr Anil R	UGC Minor Research Project on “Assessment of Body Mass index and Health Related Physical Fitness Among School Children in Kerala”
2.	Dr Babu K	UGC Minor Research Project on “Effect of Constructivist Approach through Improvisation Towards Scientific Inquiry Attitude and Achievement in Physics”
3.	Dr Prasanth Mathew	UGC Minor Research Project on “Effect of Curriculum based Dynamic Assessment on Achievement in Physical Science of at risk Students”
4.	Ms Jessie N C	UGC Minor Research Project on “Adolescence’s Adjustment Problems in Relation to Intelligence

UGC Minor Research Project (Ongoing)

Sl No	Faculty	Project
1.	Dr Stephen T A	UGC Minor Research Project on “Development of a Module On ESD in the Context of Climate Change

3.3 CONSULTANCY

The institution provides consultancy services to educational institutions, research scholars, teacher educators and teachers. The faculty members of the institute are competent to undertake consultancy in different dimensions. The major areas of consultancy provided by the faculty members and the steps initiated by the institution are listed below:

- Consultancy in Research Proposal & Research Design
- Statistical Analysis & Interpretation
- Guidance and Counseling

- Educational Evaluation
- Sports Psychology

Research scholars from various college and universities avail consultancy facilities from the college. Dr Anil Ramachandran; Dr Prasanth Mathew, Dr Stephen T A; and Dr Rekha K R provide free research consultancy to students and research scholars. The college is providing its consultancy service free of cost and is yet to make it into a paid consultancy. The counseling cell in the college also provided consultancy in guidance and counseling to students and parents of various institutions and the local community. Most of the faculty members of the college are consultants to various colleges and educational institutions. Most of the faculty members of the college act as resource persons for various schools, colleges, community centers and social organizations. Dr Anil Ramachandran provides counseling and sports psychology consultancy to various leading sportspersons.

3.4 EXTENSION ACTIVITIES

Extension activities of an institution provide a link between the institution and the community. The college integrates social responsibility along with the academic programmes by organizing various extension activities. The college being located in a rural and remote locality of Madampam, which was deprived of education, social and economic development, the college has obligatory responsibility to support and benefit the local community in its upliftment and development in social, academic and economic spheres. Academically, the college has benefitted the local community, since many students of the local community have graduated B Ed course from the college. The college has been extending its physical infrastructure and human resources for the locality through its various extension activities both curricular and extra-curricular. Various community outreach programmes, partnering with local bodies on social and empowerment programmes, continuing education, extension classes, community living camps, guidance and counseling programmes have been rendered using the resources of the college. Other extension activities of the college are listed below:

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Faculty members of the college are resource persons for various academic programmes and seminars in universities, colleges and schools and deliver classes and interactive sessions on diverse topics.
- Our faculty members and students provide free special academic support to students of different schools during their teaching practice
- Our college library is utilized by research scholars from other universities and institutions
- Our college and its physical facilities are utilized for community programmes for local community and for the local administration
- Schools, colleges and other educational institutions are approaching us for the placement services
- Free tuition is provided to needy students of our model school by the faculty and students of the college.
- Coaching camp in badminton is provided to students of the locality and the model school, and the college has at present initiated a badminton academy in collaboration with a club where the faculty in physical education of the college provided coaching. The players of the academy have been winners in the state level and national level tournaments.

Resource Extension of Faculty members

Faculty members of the college have been extending their expertise in academia and other community related activities. Details of the extension services of the faculty are given below:

Dr Babu Kochamkunel (Former Principal)

- Former Chairman of Board of Studies in Education, Kannur University
- Research Guide and Chairman of Doctoral Committee of Kannur University
- UGC NAAC Peer team member
- NCTE Visit Team member
- Resource person for various orientation and refresher programmes

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA SAR - 2015

- Resource Person for four national conferences/seminars
- Coordinator of various community oriented activities, delivered educational radio programmes, and chairman for organizing various arts and sports competitions.
- Chairman of B Ed theory examinations of Kannur University

Dr Stephen T A (Principal)

- Former member of Board of Studies in Education, Kannur University
- Former member, Faculty of Education, Kannur University
- NCTE Visit Team member
- Chairman B.Ed practical examination, Kannur University
- External examiner B.Ed practical exams, Kannur University
- Chief of Board of Examiners, B.Ed theory Examinations, Kannur University
- Member Governing body, P.K.M College of Education, Madampam
- Member governing body Holy Mary English Medium School, Kumaranellloor, Kottayam.
- NAAC coordinator of the college(First Cycle: up to 2006)
- Founding member and Director of Natura- An Interactive forum of Natural Science Teachers.
- Member –Council for Teacher Education (CTE).
- Member : International Association of Educators for World Peace (IAEWP)
- Judge on Kannur District Science fair and work Experience.
- Judge on Kannur District science fair at Mary Giri Higher Secondary School, Sreekandapuram

Dr (Mrs) Rekha K R (Associate Professor in English)

- Former member of Board of Studies in Education, Kannur University
- Former member, Faculty of Education, Kannur University
- Chairman, B Ed Practical Examination, Kannur University

- Examiner, M Ed Entrance Examination, Kannur University
- Chief Examiner, B Ed Theory Examination, Kannur University
- Additional Examiner – Kannur University Assistant Grade Examination
- Chief Editor of a series of Publications of Department of English
- Consultant for ELT, SLL
- Resource person for Remedial Activities in English
- Resource person for Communicative English Programmes
- Founding member and Director of Blaze-Trailors:An Interactive Forum of English Language Teachers
- Member of Council for Teacher education (CTE)
- Member, All Kerala Private College Teachers Association (AKPCTA)
- Founding Member of TRIUMVIRATE: A Learning Group for Educational Research and Innovations
- One day session for high school students of Maryland H S Madampam on "Developing Communicative Competence through Simple and Creative Techniques" in association with English Department of P K M College of Education, Madampam held on 28 January 2014.
- A Programme for "Educative, Empowering and Creative Interventions among students and Mothers of Kaniyarvalayil" jointly organized by the Malayalam and English Departments of P K M College of Education, Madampam on 1st January 2010.

Smt Maya J Pillai (Associate Professor in Education)

- Former Member of Board of studies in Education, Kannur University.
- Chief Examiner for -"Education in the Emerging Indian Society" of the Centralised valuation Camp of Kannur University.
- Resource person in parenting, counseling, life skills for adolescents, and women empowerment programmes.
- Chair person for the B.Ed Practical Examination ,Kannur University.
- A key resource person for the programme "Amma Ariyan".

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA SAR - 2015

- Conducted Personality development classes for the students of Vimal Jyothi Engineering College during their orientation period.
- Subject expert for the selection of teachers of different aided training colleges.
- Life skill education classes for the pensioners.
- Inspired the of students of different schools of our locality by inaugurating the cultural activities of them.

Dr Anil R (Associate Professor in Physical Education)

- Former Chairman Board of Studies in Physical Education, Kannur University
- Former member, Board of Studies in Physical Education, Kannur University
- Former member, Board of Studies in Physical Education, University of Calicut
- Member, Board of studies in Physical Education, Kerala University
- Former Member, Board of Physical Education, M G University, Kottayam
- Former member Board of Studies in Education, Kannur University
- Former member, Faculty of Education, Kannur University
- Research Guide in Physical Education, Kannur University
- Research Guide in Physical Education, M G University, Kottayam
- Lecturer in Charge of PKM College of Education from April 2001 to January, 2003.
- Coordinator of IQAC of PKM College of Education, Madampam from 2006.
- Adjudicator of PhD thesis and Research work of JRF Scholars of University of Kerala.
- Examiner and paper setter of BPE and MPE Examinations of Kannur University, Kerala University, University of Calicut and M G University, Kottayam
- External Examiner for BPE and MPE Examinations of Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Resource person and External faculty for IGNOU B Ed programme at Keyi Sahib Training College, Taliparamba.
- Resource person for UGC Academic Staff College/ UGC Human Resource Development Centre for Orientation Programme at Kannur University, University of Calicut and Kerala University, Lakshmibai National Institute of Physical Education, Gwalior.
- Resource person for UGC Academic Staff College for refresher course in Physical Education of Kannur University, Kerala University, Goa University and Punjabi University
- Life member of Indian Science Congress Association (ISCA)
- Life member of National Association of Physical Education and Sports Sciences (NAPESS)
- Executive member of Sports Psychology Association of India (SPAI)
- Life member, Culcutta Metropolitan Institute of Gerontology
- Life member, Council of Teacher Education
- Member, Asian South Pacific Association of Sports Psychology (ASPASP)
- Member, International Sport Psychology Association (ISSP)
- Member, All Kerala Private College Teachers Association (AKPCTA)
- Convener, State level Committee for Course and Syllabus in Physical Education for Inclusion as Open Course in the Restructured Under Graduate Curriculum.
- Member of Editorial Boards of the following journals
 - (i) *Journal of Movement Education and Sports*, Department of Physical Education, Punjabi University, Patiala, Punjab.
 - (ii) *SPEAAS: A Journal of Sports, Physical Education, Allied and Alternative Sciences*, Ajmer, Rajasthan.

- (iii) *Comprehensive Physical Education* – Scientific Journal of Physical Education and Sports – Department of Physical Education, Visva-Bharathi, Santiniketan, West Bengal.
 - (iv) *Futuristic Trends in Physical Education*, Twenty-first Century Publications, Punjabi University, Patiala, Punjab.
 - (v) *AMASS Multilateral Research Journal* – Bi-lingual, Bi Annual, Meera Publications, Varanasi, Uttar Pradesh.
-
- Resource person for 43 national and international seminars and conferences in Physical Education, Sports Psychology and Education
 - Resource person for 26 state level and regional seminars in Physical Education, and Education
 - Resource person for 21 In-service programmes for teachers at various institutes.
 - Delivered 22 special lectures and invited talks on parenting, counseling and motivation for parents, teachers and students.
 - Convener for three national seminars/conferences organized at the college.
 - Convener for five state level and regional workshops/seminars.
 - Organizing Secretary for three state level badminton tournaments.
 - Technical Official for South Zone Inter University Volleyball Championship conducted by Kannur University in the year 2010.
 - Technical committee chairman and chief referee for All India Inter University badminton Tournament from 8 to 10 November, 2007 organized by M G University, Kottayam
 - Organizing secretary of Kannur University inter-collegiate tournaments in badminton, basketball, volleyball, table tennis, handball, archery, chess and kho-kho.
 - Selection committee member for Kannur University teams in badminton, table tennis, softball, volleyball, cricket, handball, and basketball and ball badminton.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Conducting regular coaching camp in badminton as an extension of the college in association with Feathers badminton Academy, Thalassery and produced state champions and national ranking players.
- Conducted coaching camp and coach of Kannur university badminton teams for Inter University championships.

Dr (Mrs) Sholy Joseph K (Assistant Professor in Mathematics)

- Prepared course outlines for four modules for Master of Science Education students of Makerere University, Kampala, East Africa.
- Subject expert for the Selection of Teachers in Schools
- Teacher-in charge for the Mathematics Club
- Staff-Editor for the Manuscript-Magazine 'SIGMA' for the Mathematics Club.
- Staff-Coordinator for PSC Coaching class on Numerical Skills Conducted by the Mathematics Club.
- Staff-Coordinator for Conducting National Mathematics Day, Pi-Day Celebration, Seminars, Puzzle- oriented Teaching and others.
- Staff-Coordinator for Conducting various Remedial Teaching Activities and other Activities to make Mathematics Learning Interesting in the Co-operating schools..
- External examiner and Internal Examiner to Kannur University for Mathematics Education and Measurement and Evaluation.

Ms Jessie N C (Assistant Professor in Malayalam)

- Supervising Examiner for the ICSE Public examination 2013-2014
- Chief & Additional Examiner for the valuation of answer scripts Kannur university
- External & Internal Examiner of B.Ed Theory and Practical Examination Kannur university
- Advisory Board Member, Bethlehem Educational Research Foundation
- Subject Expert Kerala public service commission high school Assistant (HAS-Malayalam)

- Editor (former) “ caritas kiranangal” a religious publication of caritas secular institute.
- Founding member of TRIUMVIRATE” : A LEARNING GROUP FOR EDUCATIONAL RESEARCH AND INNOVATIONS
- Life Member of Malayalam Language Teaching Innovation Organization(MALTIO)
- Life Member of International Association of Educators for World Peace(IAEWP)
- Founding member and Director of Tongue Native Philia-The Mother Tongue Curative Community.
- Life Member of World Council for Curriculum and Instruction(WCCI)(NGO) of the United Nations in consultative status with the Economic and Social Council (ECOSOC)
- Member Council for Teacher Education (CTE).
- Master trainer of GFATM Round 9 T B Project of Government of India.
- Resource Person in Basic Counseling Training Programs for Teachers.
- Resource Person in Personality Development Programs.
- Coordinator of Youth Camps.
- Resource person in Awareness programmes for Ayalkkootams and Self Helping Groups
- Classes for PTA and Mother PTA gatherings at various schools.

Dr Prasanth Mathew (Assistant Professor in Physical Science)

- Research Guide in Education of Kannur University
- Life Member of World Council for Curriculum and Instruction(WCCI)(NGO) of the United Nations in consultative status with the Economic and Social Council (ECOSOC)
- Life Member of All India Association for Educational Research (AIAER)
- Founding member and Research Consultant of Bethlehem Educational Research Foundation (Member organization of WCCI)

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Founding member and Director of Physica Scientia: The Physical Science Teachers' Learning Community
- Online Research Consultant for M.Ed Students of SNDP Yogam Training College, Adimaly.
- Research Consultant (Service Basis) of Bethlehem Educational Research Foundation, Kidangoor, Kottayam.
- Students (M.Ed and Ph.D level) from various institutions consult on their researches in person, by telephone and by internet.
- Governing Body of the PKM College of Education, Madampam
- Convener of Research and Extension Committee of IQAC of the college.
- Convener of a panel discussion on '***Means to Sensitise Students in Energy Conservation for Prospective Bliss***' on the occasion of Energy conservation day observance held on 13th December 2013 at the Department of Physical science , PKM College of Education in association with *Physica Scientia: The Physical Science Teachers' Learning Community*.
- Convener of one week workshop on '***Concept Mapping in Science***' held from 25th January 2014 to 31st January 2013 at the Department of Physical Science, PKM College of Education in association with *Physica Scientia: The Physical Science Teachers' Learning Community*
- Convener of first conference on '***Graphical Organizers for Processing Scientific Knowledge***' held on 1st March 2014 as part of the series of conferences of the Class room Based Research Project on " Cultivate Culture of Science" at the Department of Physical science , PKM College of Education in association with *Physica Scientia: The Physical Science Teachers' Learning Community*.
- Convener of second conference on '***Co-operative Learning Structures : Designs for Learning Together*** ' held on 15th March 2014 as part of the series of conferences of the Class room Based Research Project on " Cultivate Culture of Science" at the Department of Physical science , PKM College of Education in association with *Physica Scientia: The Physical Science Teachers' Learning Community*.

- Convener of one day workshop on '*Engineering Techniques in Physical Science Learning*' held on 17th November 2012 at , Vimal Jyothi Engineering College, Chemperi organized by *Physica Scientia*: The Physical Science Teachers' Learning Community, Department of Physical Science, PKM College of Education in association with Robotics Research Facility of Vimal Jyothi Engineering College, Chemperi.
- Convener of one day workshop on '*Robotics*' held on 18th August 2012 at PKM College of Education organized by *Physica Scientia*: The Physical Science Teachers' Learning Community, Department of Physical Science, PKM College of Education in association with the Student Branch of Institute of Electrical and Electronics Engineers, Vimal Jyothi Engineering College, Chemperi.

Dr Veena Appukuttan (Assistant Professor in Social Science)

- Panel Member: B.Ed. Social Science Curriculum Restructuring committee, Kannur University (2006).
- Question Paper Setter:- Social Science, University of Kerala (2006).
- Question Paper Scrutiny Committee Member:- Social Science, University of Kerala (2006).
- Examiner M.Ed. Entrance, Kannur University (2007, 2009, 2010).
- Judging Panel Member: Kerala State School Social Science fair held at Kannur (2013).
- Judging Panel Member: Kerala State School Social Science fair held at Tirur (2014).
- Internal & External Examiner for B.Ed theory and practical examinations Kannur University since 2004.
- Convener of Grievance Redressal Cell constituted under the IQAC of P K M College of Education.

The college has been extending its physical infrastructure and facilities for conduct of programmes of local administration and NGO's. The college has also benefitted from the local community in utilizing the resources and expertise of the local community.

- The expertise of teachers of model school is utilized as judges and officials for arts and sports activities.
- Experts from the local community share their experience and expertise in providing training in arts and SUPW.
- The institution intends to take up future plans and activities for providing community orientation to students.

Through the observation of national days of importance and festivals and celebrations, environmental awareness programmes, the institution strives to develop citizenship values and skills among the students and by undertaking various extension and community oriented programmes the students are oriented towards their responsibility of extending their self to others and community.

3.5 COLLOBORATIONS

Our college has collaboration with International and national level organizations. These collaborations and linkages have benefitted the faculty and the college in associating and coordinating for various programmes and activities. Some of the linkages of the college are given below:

- World Council for Curriculum and Instruction (WCCI)
- All India Association for Educational Research (AIAER)
- Council for Teacher Education (CTE)
- All Kerala Private College Teachers association (AKPCTA)
- Bramarian Pastoral Center, Kannur
- Sports Psychology Association of India (SPAI)
- Council for Environmental Education (CEE)
- Feathers Badminton Club and Badminton Academy
- Kannur University Physical Education Teachers Association (KUTA)
- Association for Community Empowerment
- Frontline - Association for Education, Research and Training

- Kerala State Higher Education Council (KSHEC)
- Kerala State Council for Science Technology and Environment (KSCSTE)
- University Grants Commission

With the help and collaboration of these agencies and organizations, the institution has arranged many national and state level academic and social programmes for the benefit of the academic community and society.

Organizations like WCCI, UGC, AIAER, CTE, CEE, KSHEC, KSCSTE, Barmarian Pastoral Center, etc assist the college in organizing national seminars and conferences and provide academic expertise and support for academic and research endeavours. The institution receives financial, scholastic and co-scholastic assistance from these agencies.

The schools in the locality facilitate the internship and teaching practice. Our model school Maryland High School, Madampam extends cooperation for pre-practice teaching sessions and for all other co-curricular activities of the college. The linkage with other educational institutions opens the avenue for providing extension and consultancy and services in academic and research areas. The faculty of the college assist and support other teacher education institutions and nearby schools in academic support and preparation of learning materials

The collaboration with frontline, the college organized a coaching programme for SET examination for our students and for the students from outside. In association with Association for Community Empowerment (ACE), and Kannur University, the college organized a blood donation camp and created a blood donors directory. Our faculty members act as members of editorial board in reputed national journals. Research articles and papers of faculty members are published in reputed national and international journals.

The linkage with various schools and colleges in and out of the state helps in placement services for our students. Students passed out from the college are recruited in reputed schools on the basis of linkage with these institutions.

Institution – School/College Community Networking

Our institution maintains a healthy relationship with the school sector, affiliated colleges and local community. Our faculty members act as resource persons for school and college programmes. The school and college teachers render their service as expertise in demonstration classes and expert talks. We collaborate with the schools cooperating for teaching practice in designing, implementing and evaluating practice teaching.

Our faculty members have good interpersonal relationship with the affiliated colleges and university authorities. Our teachers are active members of different subject associations and contribute wholeheartedly for the progress and promotion of professional areas. The association creates venues for the teachers to meet and discuss the issues and challenges in the curriculum and its transaction. We collaborate with other teacher education institutions in organizing B Ed games and arts programmes and in curriculum designing and conducting of theory and practical examinations.

3.6 Best Practices in Research Consultancy and Extension

One of the specific objectives of the college was to form research oriented faculty with cent percent doctorate degree. At present 6 out of nine faculty members are PhD holders and two of them are recognized research guides in the university. Teachers of the institution has published books, presented papers in reputed international and national journals, and have undertaken major and minor research projects. Four PhD work has been successfully completed under the guidance of the faculty of the college. Faculty members have 13 papers published in national referred journals and one in international journal. Thirty six papers presented by faculty of the college have been published in the proceedings of national seminars/conferences. Five faculty members have presented papers in international conferences abroad.

The faculty is enthusiastically applying for the UGC sponsored projects. The sanctioned projects are completed in time and reports are published. The faculty has already completed two major research projects and four minor research projects and has one ongoing minor project. The institution provides consultancy services to educational institutions,

research scholars and teacher educators in the areas of research, statistical analysis, counseling and sports psychology, and preparing project proposals. The faculty/staff members of the institute are competent to undertake consultancy.

The institution encourages the students and faculty to undertake action research projects and students are encouraged to make their presentations in national seminars and conferences. During the practice teaching session, every teacher trainee undertakes a detailed study of children with special needs. They give special care, guidance and counseling in consultation with the supervising teacher. The ‘student teachers diary’ is itself a product of action research conducted by the institution. The college organizes various academic Seminars/Conferences/Workshops with the financial assistance of national and state bodies in collaboration with prominent professional organizations and associations. The teachers actively participate at international and national seminars and present papers. Some of the faculty members are resource persons at the seminars. The college has developed a community-school networking and has initiated various community outreach programmes partnering with local bodies on social and empowerment programmes, continuing education, extension classes, community living camps, guidance and counseling programmes have been rendered using the resources of the college. The college has developed a badminton coaching programme for the students of local schools and they are provided professional coaching with collaboration with a badminton academy assisted by the resource of the college.

ADDITIONAL INFORMATION:(

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

The Peer Team observed and provided positive comments and appreciation in terms of the initiative taken by the college in research, consultancy and extension in its visit meeting in 2006.

The college motivated and encourages the faculty members to take up research and to attend conferences and seminars. Faculty members hold membership of national professional bodies. Action research projects are initiated by the college and students are also encouraged for the same. Faculty members have publications in reputed journals. Out-reach and community oriented programmes are carried out by the college. The college provides academic and other assistance to neighbouring schools.

After the accreditation process, the college has focused more on research and extension. Six of the faculty members have completed their PhD, and two others are pursuing their PhD programme. Though the college could not materialize its efforts of getting research centre from the university, three faculty members including the previously retired principal are research guides in the university. Four PhD has been successfully completed under the guidance of faculty of the college, and ten scholars are pursuing PhD under their guidance. Faculty members have 14 papers published in national/international journals in the last five years. Thirsty six papers presented by faculty members have been published in the proceedings of national seminars/conferences. Two books have been published by faculty of the college. Faculty members have been resource persons for number of national and international seminars and conferences. The college has initiated consultancy in priority areas like research, counseling, statistics and sports psychology. The college has also undertaken extension activities, especially for the benefit of the local community and students of local schools through collaboration with NGO's and professional organizations.

CRITERIA FOUR
INFRASTRUCTURE AND
LEARNING RESOURCES
CONTENTS

Sl. No		Page No.
1	PHYSICAL FACILITIES	139
2	MAINTENANCE OF INFRASTRUCTURE	146
3	LIBRARY AS A LEARNING RESOURCE	150
4	ICT AS A LEARNING RESOURCE	156
5	OTHER FACILITIES	158
6	BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES	160

CRITERION IV: INFRASTRUCTURAL AND **LEARNING RESOURCE**

4.1 PHYSICAL FACILITIES

Our college started in 1995 with limited Infrastructure. It has a history of 20 years and over this period of time it has built up adequate infrastructure facilities as per NCTE norms for the B.Ed programme. The college has a spacious campus spread over 5 acres of land with adequate facilities and resources for various educational programme, administrative functions and extension services.

The college building was renovated, rearranged and refurnished as a part of having more facilities, services and conveniences. The principal's room, administrative office, staffrooms and library were renovated and computerized. Guest room and various laboratories such as Science laboratory, Technology laboratory, Language Lab and Psychology laboratory, also were refurnished. A new committee cum prayer room and a common room with rest rooms for girls were also established.

Our class rooms are fully equipped with facilities like computer, LCD and Interactive smart board. All classrooms are spacious and well ventilated with enough seating capacity with cupboards for keeping the teaching aids. We provide best infrastructure for the students for a congenial environment for learning with well ventilated classrooms, open access library, computers, laptops, LCD projector, smart class rooms, cameras, internet facility, reprographic facility, display boards, clear drinking water and cooler etc. College is also equipped with sport goods indoor and outdoor games and gym equipments. The college has a generator and solar energy connection with full back up.

The college has 68 computers in the different departments and sections. 10 computers are in the Technology/computer laboratory (network resource center) and 17 computers are in the Language lab. The college provides free internet access to all students and faculty. Broadband connection is available in the library, office, staff room and the computer lab. It

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

encourages students and staff to use multimedia through web browsing; downloading for constructing and conveying knowledge.

Details of infrastructural facilities available in college are given below:

List of Physical Facilities Available in the College.

Sl.No	Infrastructure	Dimension (sq. m)	Facilities
1	Land	5 acres	
2	Building	2079.92	
3	Principal's Room	31.97	Computer, Internet, Phone, Laser Printer, Sufficient tables and chairs, Almirahs trophies and shields, Rest Room ,Toilet, etc
4	Office	44.25	Computers, Internet, Phone, Digital Copier, Scanner, Office Counter, Printer, Sufficient almirahs, tables and Chairs, Wash basin, Toilets.
5	Guest Room	19.22	Chairs, tables, TV wash basin, and bathroom
6	NAAC & UGC Room	40.44	Chairs, tables, Cup boards, computers, Scanner, Fridge, Toilets and Wash basin.
7	Staff Room	51.72	Sufficient Tables and Chairs, Almirahs, Computer, Internet, Printer, Scanner, Toilet Washing facilities, etc.
8	Manager Room	11.65	Table and Chairs, Cup boards

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

			Shelves
9	Sports Room	26.62	Badminton rackets, Volleyballs, Handballs, Basketball, Cricket items, Athletic equipments, table tennis boards, fitness equipments
10	Store/ Canteen	9.27	Coffee vending machine, snacks items, stationary items, etc.
11	Kitchen	7.23	Facilities for community living camps, for making tea and coffee, crockery and cutlery, gas connection, water connection, etc.
12	Natural Science Room	53.54	Sufficient Desk and Benches, Tables and Chairs, Cupboards and racks for keeping learning resources, Computer, LCD Projector, OHP, Interactive smart boards, Fan, Notice Board, models and Charts, Photographs of great personalities related to the subject
13	Physical Science Room	53.54	
14	Malayalam Class Room	76.55	
15	English Class Room	76.55	
16	Social Science Class Room	77.85	
17	Mathematics Class Room	45.20	
18	General Class	201.97	Seating capacity for 100 with adequate light and fans, LCD with interactive smart board system, Mike and Amplifier, Wash basin
19	Science Laboratory	26.62	Necessary lab equipment Chemical and tables
20	Work Experience Room	11.4	Blackboards, Shelves, Tables, Chairs, Charts, Materials for making teaching aids like charts and Models
	Library & Reading Room	185.61	Seating capacity for 32 with adequate Desks and chairs , Reading Tables and Chairs-books, Journals and periodicals-News papers, Computers, Digital Copier, printer-

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

			Encyclopaedias and yearbooks, CD Collections, Wooden almirahs and Periodical Racks, CD Rack etc
21	Auditorium	201.97	Green Room, Well furnished Stage, mike, amplifier with public address system, curtain adequate light and fans, sufficient chairs
22	Committee Room cum Prayer Room	44.87	Conference table, wash basin, chairs, sound system, etc
23	Psychology Lab	34.6	Psychological test apparatus- Large tables Almirahs-Stools- B.B etc
24	Guidance & Counseling Cell/prayer room	13.91	Almirahs, Tables and Chairs, etc.
25	Technology Laboratory/computer lab	24.46	Computers and with internet connection-Cup boards and racks.
26	Language Laboratory	35.86	Language Lab Software, teacher console with control functions and 12 systems for learners with internet connection
27	Toilets	37.69	
28	Rest Room for Girls	70.77	Chairs, tables, wash basin, coat and bathrooms
29	Parking Shed	35.49	Two & Four Wheeler Parking Shed
30	Retiring Room for staff	24.80	Tables and chairs

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

UGC Network resource centre is functioning in the computer cum educational technology laboratory since 2010 and it is highly beneficial for both students and teachers in their teaching learning process.

Solar Power System – An Exemplary Model for Energy Conservation

Solar Power is the conversion of sun light in to electricity by using solar photo voltaic modules, known as Solar Panels. Solar PV panels convert light in to electronic current using photo electronic effect. Solar power system generates electricity during the day time and stored in the batteries. Solar energy is a renewable source of energy and will continue to produce electricity as long as sun exists. It is one of the only solutions for our electricity problem at present. It do not cause any pollution and is eco friendly, serving for energy conservation.

Our college has set up a Solar Power System with UGC grants. Solar panels are conveniently installed on roof top of the college. 1000 WP solar PV Panels are used in solar power system. 24 Batteries with 100 AH capacity are connected for the storage of electric power. It supplies 26 unit of electricity per day. Solar power system provides full day power back up without any interruption of power supply and from the installation of the solar unit onwards we are not using even a single unit of electricity from Kerala State Electricity Board.

Amount Invested for the Development during 2011-2014

Items	2011-2012		2012-2013		2013-2014		Total
	UGC	Manage-ment	UGC	Manage-ment	UGC	Manage-ment	
Building	200000	100000	-	-	-	519000	819000
Equipm-ents	654958	9465	1105680	14900	891435	28972	2705410

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Total	854958	109465	1105680	14900	891435	547972	3524410
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Augmentation of Infrastructure

The college has augmented the infrastructure from time to time to keep pace with the academic growth and development of the institution. New infrastructure is added when there is requirement for academic growth and development. The college has adequate building and physical infrastructure for all the academic programmes offered in the college. The sanctioned intake strength of B. Ed programme is 100 students and sufficient number of classrooms are available to conduct the programme. Since the majority of students are female, the college provides separate common room for ladies with rest room as per NCTE norms with the utilization of UGC fund.

Infrastructure facilities for co-curricular and extracurricular activities

The college gives due importance and weightage to co-curricular activities. In addition to the college union, there are various clubs and associations which are actively involved in both curricular and co-curricular activities. Faculty members in charge, supervise the activities of their clubs and association. They conduct cultural competitions, debates and seminars. Our college auditorium is utilized as the common venue for conducting co-curricular and extracurricular activities including indoor games.

The following infrastructure facilities are available in the college for different purposes and dimensions

- Fully furnished Auditorium
- Work Experience Room
- Computer cum Technology Lab. with internet connection.
- Language Lab.
- Library and Information Center
- Printer, Scanner and photo copier

- Interactive Smart Boards
- Display boards
- Interactive Smart Room classes
- Indoor and outdoor game facilities
- TV, DVD player, Video cameras and Digital Camera
- Lap top, Tape recorder, Multimedia projector
- Generator.
- Solar Power System.
- Basket ball court
- Volley ball court
- Badminton court
- Hand ball court
- Three table tennis boards

The college campus is beautified with ornamental plants and seasonal flowers gives aesthetic look for the campus.

Extracurricular activities including sport ant games.

The college conducts the annual sports day every year with a variety of events. The students are grouped in to 4 houses and competitions are held accordingly. Individual champions in men and women and winner's in various events are awarded trophies, certificates.

In the field of sports and games, college has a play ground and various courts for Basket ball, Volleyball, Handball, Badminton, and indoor games facilities for table tennis, chess, and caroms. We have applied for UGC grant for indoor stadium. In addition to these facilities the institution makes use of the play ground of Madampam Maryland High Scool, our model school, for annual sport and games.

Sharing of Physical infrastructure

Physical infrastructure of the college is shared with other institutions/organizations for educational cultural and social activities. Our language lab and computer lab are shared

with our model school students. Our college is a venue for all local body elections also for conducting residential camps for school children during holidays/vacation. The college rooms are used on holidays for the coaching classes of UGC, NET, SET, KTET etc. Researchers of various universities use our library resources for their research work.

Facilities for Health and Hygiene

Our college takes keen interest in the physical and mental health of our students through Yoga, Counseling and medical inspection. We have facilities for first aid, separate restroom for boys and girls. Drinking water is made available and one water cooler is placed at the entrance of the college. Dustbins at various places are kept for waste disposal maintains and promote a plastic free campus. Seminars and orientation classes on health, heigine and family life are provided during different occasions.

Hostel Facility

The college provides hostel facilities for women with special emphasis on cleanliness, comfort and convenience. The hostel has mess facilities for the students. The women hostel is managed by the Visitation Congregation under the Archdiocese of Kottayam, our management. All rooms are well furnished with tables, chairs and other furniture and recreational facilities are also available in the hostel.

4.2 MAINTENANCE OF INFRASTRUCTURE

Budget Allocation

The major annual budget allocation for maintenance and development of infrastructure includes UGC development fund, state fund and management fund. There is a provision for allocation of fund for infrastructure maintenance in the annual budget of the management. We use the funds for strengthening and maintaining the physical and instructional infrastructure such as buildings, laboratories, library, ICT facilities with its equipments and furniture.

AMCs are arranged for the maintenance of computers, and other electronic equipments. Maintenance of library materials such as binding of books etc is done periodically.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

Expenditure for maintenance of infrastructure during the period 2009-2014

2009-10

Sl.No	Items	UGC	Management	Total
1	Building			
2	Laboratories		2000	
3	Furniture		7000	
4	Equipments		5242	
5	Computer		19490	
6	Software		10000	
7	Total		43732	

2010-11

Sl.No	Items	UGC	Management	Total
1	Building			
2	Laboratories	4400		
3	Furniture	3750		
4	Equipments			
5	Computer		33200	

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

6	Software		6500	
7	Total	8150	39700	

2011-12

Sl.No	Items	UGC	Management	Total
1	Building		229000	
2	Laboratories PD/A/c		2000	
3	Furniture			
4	Equipments		2850	
5	Computer		28920	
6	Software		3500	
7	Total		266270	

2012-13

Sl.No	Items	UGC	Management	Total
1	Building			
2	Laboratories PD/A/c		2000	
3	Furniture		2000	
4	Equipments		9200	

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

5	Computer		31550	
6	Software		3500	
7	Total		48250	

2013-14

Sl.No	Items	UGC	Management (PTA)	Total
1	Building		573748	
2	Laboratories PD/A/c		5100	
3	Furniture		12000	
4	Equipments		13600	
5	Computer		30254	
6	Software		26000	
7	Total		660702	

Infrastructure Utilization

The infrastructure of the college as per NCTE norms is optimally used for conducting all curricular, co-curricular and extracurricular activities of the college. The Library, Computer and Technology Lab, Language Lab, Psychology Lab etc. are used by the student as per the timetable. The entire classrooms have computer, and LCD projector with interactive smart board facilities support the class room teaching. The staff and students of the college regularly use the broadband internet without any payment. The college auditorium is used for state and national seminars. All the cultural programmes, festival celebrations, inter college

competitions; debates etc are conducted in the auditorium. Staff and students make use of digital Xerox services in the library and office. The playground facilities are optimally used for the physical education activities, intramural competitions and daily sports and games activities. The physical facilities of the college is also utilized for conducting of community living camps for student teachers as well as school children.

Environmental issues Associated with Infrastructure

The college is situated in a natural green hilly atmosphere. The management takes ample care of the environmental issues associated with the infrastructure of the college. Any infrastructure development in the college is done with utmost care in preserving the nature and natural environment. The college takes keen interest in planting of trees and plants which helps to reduce the accumulation of carbon dioxide. The college also organizes campus cleaning programme every year. Necessary arrangement for the disposal of waste is also there in the campus. Waste pit is constructed for the disposal of bio-degradable waste. Water cooler and water purifier ensure non-polluted drinking water. The college also maintains a small vegetable garden. Environmental education is a part of B. Ed curriculum to inculcate the spirit of environmental consciousness among student teachers.

4.3 LIBRARY AS A LEARNING RESOURCE

P.K.M. College library and information Centre is situated on the Second Floor of the college. It is well organized with adequate collection of books, journals, periodicals, other learning materials and facilities for technology aided learning which enable students to acquire knowledge and information for their study. The library offers its services to about 125 users including student teachers and teaching and non-teaching staff of this college. The key role of the college library is to support the academic activities of the parent body to carry out its programme and help the teachers and student teachers in preparing their instructional courses and keeping in abreast of current developments in different subject's area. It also supports the teaching and research programme of the college with maximum access to information. Our library is well ventilated and well lighted with good seating arrangement.

The library functions under the supervision of a qualified librarian (UGC) and two library assistants. The librarian maintains various sections namely acquisition, technical, circulation, reference and periodical with help of this supporting staff.

The library has ten computers out of which two are for library operation and eight for Internet access. One Xerox Copier is available in the library. We have separate reading room, stack room and a gate register which is kept at the entrance. The property counter is placed outside the library to keep the personal belongings of the library users. All journals, magazine, newspapers, student's manuscripts, student magazines etc. are kept in the reading room. Notice board is placed outside the library and another one inside the reading room to facilitate display of important information.

The library provides unlimited free internet access to staff & students. Students use internet services for preparing their project work, preparing classes and Seminars, publication etc. Users frequently use N-List and other data bases. Library provides photocopy facility since 2004 and charges are fixed at nominal rate which is just enough to support the operational cost.

All users are registered as members and library card has been issued at beginning of the course. We issue three books for students and each book is issued for ten days. The students can renew the books at any time unless the book is reserved.

We follow Open Access systems where users of the library have freedom to enter into stack area and search for the required books. Books are classified accordingly to Dewey decimal classification schemes. In open access system the risk of losing the books is higher than closed systems. Chances of stealing, hiding books, tearing pages etc are reduced through proper vigilance.

Journals and Periodicals

Periodicals are the primary sources of information. We subscribe 43 periodicals through publications. Educational Journals and periodicals, News papers, College Magazines and Manuscripts are arranged in the reading room. Back volumes of Journals and Periodicals are also available. The back volumes of news papers are kept in the library store. Periodicals

are subscribed annually and subscriptions renewed every year. We keep separate Registers for journals and periodicals.

Reference Service

The college library maintains a good collection of Reference books. It includes encyclopedia, multilingual dictionaries, dictionaries on various subjects, year book etc. The question papers of previous year examinations conducted by Kannur University and syllabi of B.Ed. course are also made available in this library.

User Orientation Programme

User Orientation Programme is conducted for students in the beginning of their course. They are made aware of general rules and regulation of the library, library resources, classification system, library services, circulation system, reference books, journals, previous question papers, OPAC etc. Librarian gives instructions about library materials, its care and concern, importance of reading, development of Reading habits etc.

Best Library User Award (B L U Award)

P.K.M. College library offers Best Library User Award to potential student users. The best library user award is given annually to accelerate the use of the rich learning resource of the library for study and research. It motivates the student to visit the library frequently and make the efficient use of the library and its services.

Criteria for Selection:

1. Number of Books taken from the Library
2. Time Spent in the Library
3. General Reading Habit of the student
4. Optimum use of various facilities and resources provided in the library
5. Library culture of the students

Library Resources

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

The library support the educational and research requirements of the students and the faculty of the college by collecting, organizing preserving and disseminating information through library services with the help of modern information technologies. The college has N-List (National library and information services infrastructure for scholarly content) connectivity. The N-List includes e-journals, e-books and databases of all areas of disciplines. The details of library resources are given below:

Sl No	Items	Numbers
1.	Books	6315
2.	Print Journal	22
3.	Print magazines	21
4.	Encyclopedias	23
5.	CDROM's	150
6.	Seminar Proceedings	3
7.	Online Resources	INFLIBNET N list
8.	Software	Meshilologic/BookMagic Library automation software.

Library Committee

The institution has a mechanism to review systematically various library resources for adequate access, relevance etc. The library advisory committee of P.K.M. College of Education meets periodically to review all library resources and services. It helps the librarian in carrying out library administration more effectively. The committee formulate the polices and programme of the college library. The committee comprising of Principal as chairperson, librarian as convener is functioning actively. The representatives from the faculty and one representative from the students nominated by Principal to consider the

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA SAR - 2015

reflections of students are the members of the committee. The members of the present library advisory committee are listed below:

Chairperson	Dr Stephen T A (Principal)
Convener	Mr John P T (Librarian)
Members	Mrs Maya J Pillai Ms Jessie N C Dr (Mrs) Veena Appukuttan Mrs Honey Babu
IQAC Coordinator	Dr Anil R
Student Representative	Mr Akash E

The committee is empowered to review various library resources and services. The major responsibilities of the library committee are:

- Selection and ordering of books, and other resources
- Framing and modifying the general rules and regulations of the library.
- To evaluate the proper maintenance of library and to keep the library well equipped.
- To help the librarian to introduce innovative services in the library.

Library Computerization

Our library is automated with Meshi Logic - Book Magic software. It support MARC 21 and ISO 2709 data interchange format. It consists of various library modules which are given below.

- The OPAC (Public Interface for users)
- Cataloging/Database /Technical Processing

- Acquisitions (Ordering, receiving materials)
- Serial control module
- Administration module
- Report module

Library users can search the computerized bibliographic details of Books, Reference Books CDs, Journals and Periodicals through OPAC (on line public access catalogue) Services. The Users can search the databases in different ways:

- Book: - Author, Title, Subject, Classification Number, Key words, Accession number, publisher.
- Journal: - Title, Publisher, Vol. No., Type
- CDs: - Title, Subject. Serial No., Author Call No, Publisher

One separate computer is provided to the users of library for OPAC Services. Bar code Scanner is used for circulation services. The library has Ten Computers out of which two are for library and operation, eight for Internet access. One Xerox Copier is available in the library. The library provides unlimited free internet access to staff & students.

INFLIBNET N-List Programme

The college joined the project N-List (National Library and Information Services Infrastructure for scholarly content). N - List is jointly executed by UGC-INFONET Digital Library consortium. It provides access to e-resources to students, researchers and faculty of the college. The users can access the required e-resource directly from the data base using the username and password issued from the library. N. List contains more than 6000 e. journals and 97000 e. book and other bibliographic data base.

Working Days

The library and information center of PKM college function from 9.00 am to 5.00 pm in all working days except on Sunday & Public holidays. Library hours extended to 8.30 am

to 6.30 pm during examination days. The library is open around 280 days yearly and 8 hours per day without interval. Students use the library during their library period, free period and intervals.

Working Hours of the Library	
Teaching day	9.00 am to 5.00 pm
Non-Teaching days	9.00 am to 4.30 pm
Examination days	8.30 am to 6.30 pm

Display of New Arrivals

New arrival Books are displayed in a new arrival display rack in the front part of the library so that the users can notice these books when enter the library.

Book Bank Facility

Book Bank Facility in the college provide for economically backward student. Books are issued on loan for longer duration.

4.4 ICT AS A LEARNING RESOURCE

The college has adequate computer facilities and other learning resources. Use of ICT has made the teaching learning process easier and efficient for both the faculty and students of the college. The college has a well established computer lab with computers, internet and printers. Students can make use of these facilities free of cost. All class rooms are well equipped with computers, interactive smart board and LCD projectors. Teachers and students can make use of interactive smart board, Computers CD'S, TV, DVD, tape recorder, Slides,

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

LCD, OHP, Projector screen and other audio visual facilities for teaching learning process.
The major ICT facilities available in the college are given below

Sl. No	Items	No
1	Desktop	65
2	Lap top	3
3	Interactive Smart Board	7
4	Digital Copier	2
5	Scanner	3
6	Barcode Scanner	1
7	LCD Projector	8
8	Video Camera	7
9	Digital Camera	1
10	Color Printer	1
11	Laser Printer	5
12	OHP	6
13	LED TV	1

Curriculum for Imparting Computer Skill

Institution provides a practical training of one hour per week is given to student per week in the computer lab. The college ensures basic computer knowledge to all the students by giving training in using MS word, power point presentation, internet browsing, creating

and using E-mail, using multimedia for teaching, training for using interactive smart board, LCD projectors, preparation of instructional material etc.

Staff and students make use of the available ICT facilities of the college by making Power Point Presentation, using interactive smart boards, LCD projectors and CDs in teaching learning process. Teachers use ICT for preparing learning materials and updating the teaching notes.

Technology in Practice Teaching

Practice teaching is an integral part of the B.Ed curriculum which provides students with firsthand experience of actual class room situation. Students are trained to use computer for preparing soft copies of the lesson plans, achievement tests and making power point slides. They are also trained to use LCD projectors, OHP and interactive Smart Board for developing lesson plan and its effective presentation. Students are also trained to use internet facility for acquiring the latest knowledge in their subject area for preparation and presentation of lesson plan by downloads from you tube, live presentations etc.

4.5 OTHER FACILITIES

Infrastructure

Our college has adequate number of class rooms, laboratories, computer facilities, fully equipped library and other learning resources. All the class rooms are equipped with enough furniture and ICT facilities. Each class room contains computer, LCD interactive board, and OHP. Students use these facilities to improve and enhance learning.

Computers, LCD's and audio visual devices are extensively utilized for various seminars, conferences; workshops etc are organized by the institution. Our college shares its facilities with our model school. The audio- visual aids like charts and models prepared by the student teachers are donated to the model school and school situated near by the institution.

Audio- Visual Facilities

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Our college provides various audio- visual facilities. The college facilitates with 54 desktop computers, 3 laptops, 7 interactive smart board, 8 LCD projectors, 7 video cameras, digital camera, VCD and LCD players and LED TV etc. Students are encouraged to use these facilities in their teaching learning process.

Educational CDs related with school subjects, CD's meant for personality developments, Communication skills are effectively used by the students in their learning activities.

Psychology laboratory

The psychology lab is specially equipped with apparatus of simple experiments related to educational psychology. Some of them are memory drum, depth perception instruments, Miller Layer illusion apparatus etc. All the latest tests including aptitude test, intelligence test, creativity test, personality test and attitude test are available.

Science Laboratory

The college has well equipped laboratories for physical science and natural science. It has almost all science apparatus, instruments and specimens required to perform and demonstrate the experiment prescribed in the secondary science classes. All required chemical materials are also available in science laboratory.

Technology/Computer Laboratory

A computer lab equipped with computers with free internet and laser color printer is available in our college. Our student teachers are free to use of computer lab for preparing power point presentation, project works and computer aided learning. Students can get the color and black & white print in subsidized rate. CD and DVD's are also provided for student teachers. Six video cameras are available, one for each optional class for recording-criticism classes and modification through self of criticism classes.

Language Laboratory

Language lab is used to train the student teachers in communication skills, spoken English and phonetics. Language programme is installed in all computers with collar mike and head phone with mike. The institution periodically purchases equipments for various

laboratories. Faculty members are in charge of the various laboratories. The institution ensures regular maintenance of all equipments.

Multipurpose Hall/ Auditorium

The Multipurpose Hall/ Auditorium of the college is a venue of regular co-curricular activities, seminars, general assembly and other cultural activities. It is well furnished and public address system is also available there.

Sports Facilities

Sports facilities include basketball court, volleyball court, handball court, badminton court, facilities for table tennis (three boards). Sports materials include basketball, volleyball, handball, cricket equipments, and badminton and tennis equipments, equipments for track and field Games like table tennis, carom board, chess board are also provided for students. Fitness equipment including ergometer is available in the college. The playground of our model school is a shared facility for conduct of annual sports day and other intramural programmes. The parish hall of Madampam is also used for indoor sports activities including coaching and training in badminton.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCE

The college always takes keen interest to update the existing infrastructure facilities for teaching learning process. Our faculty is well trained in handling the technological equipments like Interactive Smart Boards, LCD projector, OHP etc. Faculty uses different methods of instruction like, discussion, focusing on analysis and synthesis, problem solving, inductive-deductive, projects, demonstrations, experiments etc.

The college has unlimited broadband internet connection, so internet access is easy and free of cost for students and staff. Most of the administrative transactions such as students e-grants scholarship, pay role management and salary submission (SPARK) are computerized.

We have computerized library with standard software having bar code facility. We subscribe INFLIBNET-N-list programme enabling the students and faculty to access e-books

and e-journals. College library instituted a best library user award for potential students to enhance the better use of library. College provides adequate toilet facilities to staff students. A solar plant with full backup is established to provide the supply of uninterrupted electricity.

A facility visit programme is held for student teachers during the first week after completing the admission to acquaint with the facilities and support system available in the college.

ADDITIONAL INFORMATION:(

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

The peer team during the NAAC visit in 2006 observed that:

The institution has developed a very sound infrastructure, adequate building facilities added over a decade through dedicated vision and planning of management, PTA, and other associated agencies are providing quality teacher education. The campus is spread over an area of 5 acres. The college has adequate building facilities with well planned classrooms for teaching learning transaction. It has succeeded in generating funds for creating and maintaining the building and infrastructure. Beautification of the college campus is done by the college development council and campus beautification committee.

The college has automated centralized library with a collection of 5019 volumes, 12 journals and 13 periodicals and 5 news papers. Photocopy and book bank facilities are available in the library. Smooth functioning of the library is carried out by the Library Committee.

The college has a Computer – cum Language Lab with internet connectivity for the staff and students use. Computer aided packages are available. The college has Psychology, Physical Science, and Natural Science and Educational Technology labs. Physical and academic resources of the college are supplemented by the PTA and Alumni Association and Staff Council. The Alumni Association is a registered body with membership strength of 1000, and it has already initiated sponsoring scholarships to students. The college is located in a

pollution free elevated area. Medical herbal garden is maintained by the Nature club of the college. The college has playground to carry out physical education activities. There are facilities for conducting indoor games also. Students are encouraged to participate in inter collegiate and inter training college sports and games competitions. Outstanding sports persons are selected and awarded year after year.

Hostel facilities are provided for women students and for men students arrangements are made near the institution. The college building and infrastructure including college auditorium are put to optimum use by making available for the use of additional functions of local government and non government agencies. The health centre of the college renders services and consultancy to the students. There is career guidance cell also at the service of students.

Other Quality Sustenance and Enhancement Measures Under taken by the Institution.

All class rooms and general class room are equipped with computers, LCD projectors and Interactive Smart boards. Teacher and students are always using these facilities for taking classes.

The library is automated with OPAC and bar. code facilities. Library collections have increased in terms of Books, Journals and Magazines. New encyclopedias on education and related areas are added to library collection. 150 educational CDs are also included in the library.

The college has constructed separate resting rooms for girl's students. A separate language lab with 17 computers is also established for the students and the faculty.

The college set up a Solar Power System by utilizing the UGC grant. Solar Power System provides full day power back up without any interruption of power supply. After the NAAC visit, the college takes keen efforts to improve the infrastructure. The college is modified with Smart class room, Seminar hall, Language lab, Committee cum prayer room, separate Rest Room for girl students, installing more Computers, LCD and other ICT facilities.

CRITERIA FIVE
STUDENT SUPPORT AND
PROGRESSION
CONTENTS

Sl. No		Page No.
1	STUDENT PROGRESSION	163
2	STUDENT SUPPORT	173
3	STUDENT ACTIVITIES	179
4	BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION	184

CRITERION V: STUDENT SUPPORT AND **PROGRESSION**

5.1 STUDENT PROGRESSION

The strength of B Ed students 2013-14 is 100 and it is distributed among six optional subjects. Out of 100 students 14 are boys and 86 are girls. All the students are from the State of Kerala. The course wise and gender wise number of students during the last five years is given below.

Number of B Ed students during the last five years

Year	Boys	Girls	Total
2009-10	6	90	96
2010-11	10	90	100
2011-12	9	90	99
2012-13	4	96	100
2013-14	14	86	100

Student Progression

The academic year begins with an initiation Ceremony which includes prayer, self-introduction of the faculty and speech by an expert in this field. The student preparedness for the B.Ed. programmes is ensured by a number of activities like

- i. Initiation ceremony
- ii. Teaching Aptitude subject Competency Test
- iii. Course orientation
- iv. Self- Exposition Programme
- v. Bridge Course
- vi. Talents Day etc

- **Orientation at the time of Admission:** The Principal and the staff provide a general outline and other relevant details regarding the course structure and its demand to the students and parents at the time of admission.
- **Initiation Ceremony:** The objective of this programme is to generate the true spirit and value of the teaching profession and the concept of an ideal / great teacher in the minds of prospective teachers. This is done just of their completion of admission preferably in the first week of academic year. This includes prayer service, reading from scriptures of Holy Bible, Holy Kuran & Bhagawat Geetha, self-introduction by faculty members, sharing of experience by an Alumni, speech from an expert in this field about the role and significance of teaching profession, its values, scope and various dimensions of teaching profession. The presence of the manager, representatives of alumni, PTA and model school and their blessings make the occasion worth and meaningful
- **Course –Orientation and Bridge Course:** At the beginning of the academic year the college arranges an Orientation and Bridge Course for one week for providing awareness about the Institution, the course and vision of the college. Through orientation student teacher get a clear picture about the vision, mission, goals and objectives, evaluation process, facilities in the institution, library rules and regulation etc. Bridge course equip the teacher trainees with communication abilities and other competencies they needed for the teaching profession. Deeper understanding about the course, ie details about the significance of teacher education, outline of the syllabus, paper wise orientation, role of teacher, etc are clarified during the course.
- **Administration of Aptitude Test and Subject Competency test:** In order to assess entry level behavior of the students with regard to teaching profession an Aptitude Test is administered to all the students. A test is also administered in the concerned optional subjects in order to know the content knowledge of the students.

- **College Calendar and Handbook:** History of the college, its mission, goals and objectives etc are given in the hand book. Calendar provides information regarding the activities and programs of the college during the whole academic year. Rules and regulations of the college, details of scholarships, marks allotted for theory and practical, internal and external valuation are mentioned in detail in the handbook.
- **Self-Exposition:** After admission, during the second week, a self exposition programme is organized to provide an opportunity for the students to express themselves in front of others. This ice breaker session helps the students to open up and get acquainted with each other. One hour for each optional during the first week is assigned for self exposition.
- **Student Profile :** A personal profile is prepared for each student through which the past accomplishments, areas of interest curricular and co curricular achievements, details of family members, hobbies and interest, strengths and weakness of each student teacher is collected. Their curricular and co-curricular performance during the B.Ed course will add to this profile later.
- **Interaction with Alumni :** Formal and informal Interaction with Alumni provides more light towards the scope and various dimensions of the course and teaching profession. Alumni members participated in most of the programmes in the college.
- **Talents Day :** Student teachers are given opportunities to express their various talents on this day, usually a full day is allotted for this during the second week. All students are expected to perform on the stage.
- **College union election :** College Union election is conducted every year, after completing such programmes like self exposition, orientation, talents day etc, so that more eligible candidates can be selected to the post concerned. College union is instrumental in organizing various curricular and co – curricular programmes highlighting the values of democracy, secularism, patriotism, co-operation and unity.

- **Academic guidance programmes- Mentoring/Tutorial systems:** College has a well functioning mentoring system in the college in order to improve capacities and capabilities of the students. Each faculty member (mentor) is in charge having around 12 students to mentor. A period is allotted in the time-table to consult with their respective mentor. Remedial teaching, academic and personal counseling are also provided during the tutorial session.
- **Remedial Instruction:** Remedial instruction is given by each teacher to the students who are found weak in their academic performance.
- **Integrated Personality Development programmes:** The college provides various programmes for providing effective learning and personality development of student teacher. These programmes are organized in the college through student council (union) and various clubs functioning in the college.
- **Physical and Health Development:** The following activities are conducted for the physical development and health of the students.
 - Physical Education classes
 - Sports & games events
 - Special coaching for Badminton and Table Tennis.
 - Inter house competitions on Sports day
 - Participating in Inter-Collegiate Competition
 - Hosting Inter collegiate competition
 - Special trophies and prizes are awarded for the individual champions.
 - Apart from that a special award for the most outstanding performance in sports & games given every year.
- **Social Development:** The following activities are conducted for the social development of each student teacher.

- Celebration of Days of National and International importance such as (Independence Day, Republic Day, Teachers Day, Environmental Day, Energy Conservation Day, Human Rights Day, Wet Land Day, World Cancer Day, National Science Day, National Mathematics day, World Aids Day, Mother Tongue Day etc.
- Providing remedial instruction for slow learners/weak student's in the co – operating schools and special remedial enrichment programme in the model school.
- Visit to Orphanages/destitute homes is conducted every year and one full day is spent with them providing service and participating in all the activities in the orphanage.
- Study tour to various destinations in and outside Kerala having educational, geographical and cultural significance.
- Field-Trip is conducted for each optional as part of extension of class which helps in getting rich and direct experience in their optional subjects, and also to develop interpersonal relationship.
- Special weekly assembly is conducted on every Wednesday with presentations of student teachers in the assembly. Each assembly is coordinated by an optional group on rotation basis.
- **Cultural Development:** The following programmes are conducted for the cultural development of each student teacher.
 - Arts day: inter house competition of events in the Arts Festival is conducted every year.
 - Various cultural festivals and national days are celebrated.
 - Participation in various cultural programs, talents shows, arts and literary competitions
 - An Inter-Collegiate Elocution Competition is conducted every year in connection with Prof. Kandoth Day Celebration.

- Giving Prizes and recognition in the assembly for outstanding performances in various activities.
- **Intellectual & Profession Development** : Various Programmes are conducted to develop professional skills of each student teacher
 - Practice in various skills of microteaching, demonstration classes by expert teachers, criticism classes by each student teachers are opportunities to develop professional skills. (Detailed description is given in criteria II).
 - Model school visit is conducted every year in the first month to understand the various aspects and functioning of the school.
 - Seminars and presentations are conducted by students on special days of importance. These are usually conducted along with the morning assembly and in optional classes or as special sessions.
 - Student centred, activity oriented learning methods like co-operative learning, debates, seminars, assignments, quiz programmes, guided library hours and peer tutoring, etc are conducted.
 - Training in the use of all technology instruments/ equipments etc to develop to skill technology.
 - Classes on communicative English are given by faculty experts to develop communication skill.
 - One-day workshop on preparation of teaching aids is conducted every year.
 - ‘Environmental awareness pogramme’ is conducted every year.
 - Class tests, terminal and model examination are conducted before University examination every year.
 - Involvement in the activities of various clubs also stimulates and promotes intellectual and professional development of each student teachers.
- **Moral Development:** The following programmes are conducted for the moral development of the student teacher
 - Visit to orphanage/ destitute homes to develop moral values and empathy towards others.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- ‘Thought for the Day’ is presented by one student everyday during the morning assembly and more students in the weekly assembly.
- Prayer and spiritual renewal conducted on first Friday of every month.
- Value education classes are given at various stages during the course.

The college is situated at a beautiful rural area, away from the city with calm and quiet atmosphere. This environment motivates the learners to improve their academic performances. All around personality development of the learners are motivated through various activities. Proper academic guidance is given through mentoring and instruction and hence optimum performance of each student teacher is ensured.

The college motivates for outstanding performance in individual and group competition in the college, university and state levels. The winners are congratulated in the general assembly. Endowments and prizes are given for the best teaching learning performance in different categories. Financial aid is offered to the needy students through various scholarships and endowments instituted by the management and faculty.

The performance of the institution is reflected in the results of the University examinations.

B.Ed Examination Results for the last 5 years

Academic Year	No.of student appeared	Pass %	Divisions (I)			Distinction	University Rank
			I	II	III		
2009-10	97	91	64	25		2	2 nd
2010-11	94	84	58	24	1	1	4 th
2011-12	99	93	58	34		1	-
2012-13	98	87	58	28		1	1 st & 3 rd
2013-14	99	97	74	19		4	

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Dropout rate of Students

During the last 5 years dropout rate is negligible in our institution. The major reason for drop out is employment. The gender- wise dropout rate of students during the last five years is given below.

Dropout rate of B.Ed. students during last five years.

Academic year	No. of students		Total	Drop outs		Total	Percentage
	Boys	Girls		Boys	Girls		
2013-14	14	86	100	1		1	1%
2012-13	6	94	100		1	1	1%
2011-12	9	90	99		1	1	0.99%
2010-11	10	90	100		1	1	1%
2009-10.	6	90	96		2	2	2%

In order to prevent dropouts, nature and requirements of the course is described to student teachers at the time of admission.

Additional Services Provided to Students

- Coaching class for SET/NET examinations are conducted by IQAC and many students benefit from this.
- The college library has ample reference materials for competitive exams like NET, SET and PSC Examinations.
- Training in Communication skills, numerical ability, critical thinking, creative thinking etc, are provided to students under the auspicious of various clubs/departments to strengthen their employability.
- Placement service of our college is actively involved in searching out vacancies in different schools.
- The schools and colleges in and outside Kerala place their demand for competent teachers in various subjects over telephone, e-mail or by post

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

(mostly through our Alumni members who are working there) in the placement cell. The student teachers are informed about the vacancies and encouraged to pursue these posts.

- Career guidance cell is functioning in the institution and it provides career guidance to the students.
- There is a career corner in the library where news, notifications regarding opportunities and competitive examinations are available.
- The Cell also provides placement services by listing of promising teachers of each batch for appointment in various schools.
- Under the auspicious of Mathematics club a numerical ability training was given to all 100 students in the college in order to master different skills in numerical ability.

Number of students qualified in the NET/SET Examination

Academic year	Name of examination			Any other	Total
	NET	SET	TET		
2013-14		4			
2012-13	4	8	2		14
2011-12		7	2		9

Details of students opted for higher studies/teaching as career during the last three years

Academic year	Higher studies	Teaching Career	Other professions
2013-14			
2012-13	5	14	2
2011-12	9	23	5

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

The facilities of the college especially the library resources are accessible to students even after graduation from the college. Many students who continue for M.Ed and PhD programmes make use of the library and laboratory facilities of the college, and also take guidance and expert suggestions from the faculty members of the college.

Placement Services

The institution helps the students who graduate from the college in getting employed in schools and colleges in India and abroad. Various schools and educational managements are in frequent contact with the institution and inform the requirement of faculty, and communicate regarding such recruitment. A placement cell is functioning in the college. There is a career corner in the library. The institution has links with many other educational institutions for placement services. The institution has organized career oriented programmes like coaching programmes for various competitive examinations (UGC, NET/SET and PSC Examination). Many students benefit from this facility every year.

Details of Services provided by Placement Services for the last two years

Academic Year	Service	No. of Students benefitted
2012-13	Guidance to enter teaching profession	65
2011-12	Guidance to enter teaching profession	76

The faculty motivates the students to go for further studies in keeping with the spirit of continuous and lifelong education of teachers. The institution provides assistance to students in their academic pursuits. Facilities for computer education, familiarity with online searching of books/OPAC, preparation and use of Power Point, presentation using LCD, use of interactive white board, etc pave the way for their development. The well equipped laboratories like computer lab, language lab, technology lab psychology lab, etc. are highly beneficial to the students in their future accomplishments, Special training the language lab also is provided for the development of communication skills of school students and student teachers.

Difficulties Faced by Placement Cell

The women students have concern to join in schools which are out of state. According to the present course schedule, the course commences in November and ends in October, but the school academic year starts in June. Teacher retirement is usually during the month of March, April, May. Hence students lost one year to get placement in schools. The college keeps in touch with the students and informs them whenever schools needed teachers. Usually we have about 12 practice teaching schools in Kannur District. Out of this, 6 of them are aided schools and the remaining are Government schools. The appointment to the government schools are done through Kerala Public Service Commission and to the aided schools, appointment is done by the management. For all these schools we arrange adhoc/temporary placement whenever needed/possible.

Funds are allotted for subscribing career magazines and books on competitive examinations. Placement opportunities are communicated to students via email and social networking sites like Facebook, WhatsUp etc.

5.2 STUDENT SUPPORT

College follows the curriculum prescribed by Kannur University. The curricular activities are planned according to the syllabi and academic calendar provided by the university. It is then finalized by the calendar and documentation committee under IQAC in consultation with the staff council where space for club activities and other curricular and co-curricular are also taken in to consideration.

Staff Council

The staff council meets once in every month and takes important policy decision. A teacher is appointed as staff secretary usually for one year who coordinates the meeting with the consent of the Principal. Important decisions regarding academic matters are taken in the staff council.

Hand Book and Calendar

Academic calendar prepared by calendar and documentation committee is discussed in the staff council and necessary modifications and inclusions are done. Important curricular components like discussion lessons, planning and implementation of micro teaching sessions, demonstration lessons, criticism lessons, practice teaching sessions for 40 days, seminars assignments etc are planned to include in the academic calendar.

Implementation of Academic Calendar

Implementation of activities in the calendar is ensured through different committees and timely activities of different clubs. Staff council meetings are periodically done to ensure that activities planned according to calendar are executed, followed by its evaluation. A part from this periodic evaluation is also done as follows.

- ❖ Termly evaluation of the course by students
- ❖ A suggestion box is kept in the college where the students can place their suggestions regarding the course and functioning of the college.
- ❖ Feedback from parents collected through PTA meetings
- ❖ Evaluation of the whole course is done by the manager annually.
- ❖ Evaluation of the co-operating schools.

Well Equipped library

Library is well organized with adequate collection of Books, Journals, Periodicals, other learning materials and facilities for technology aided learning which enable students to acquire knowledge and information for their study. The library offers its services to about 125 users including student teachers, faculty members and non-teaching staff of the college. The key role of the college library is to support the academic activities of the parent body to carry out its programmes and help the teachers and student teachers in preparing their instructional courses and keeping in abreast of current developments in different subject area. It also supports the teaching and research programme of the college with maximum access to information. Our library is well ventilated and well lighted with good seating arrangement.

The library functions under the supervision of a qualified (UGC) librarian and two library assistants and he supervise and maintain various sections namely acquisition, technical, circulation, reference and periodical with help of this supporting staff.

The library has 10 computer out of which two are for library operation and eight are for internet access. One Xerox copy machine is available in the library. We have separate reading room and a gate register is kept at the entrance. The property counter is placed outside the library to keep the personal belongings of the Users. All journals, magazine, newspapers, student's manuscripts magazines etc. are kept in the reading room. Notice board is placed outside the library and another one inside the reading room to facilitate display of important information.

Periodicals are the primary sources of information. We subscribe 40 periodicals. educational journals, periodicals, news papers, college magazines and manuscripts are arranged in the reading room. Back volumes of journals and periodicals are also available. The back volumes of newspapers are kept in the library store. Periodicals are subscribed annually and subscriptions renewed every year. We keep separate register for journals and periodicals.

The college library, maintains a good collection of reference books. It include encyclopedia, multilingual dictionaries, dictionaries on various subjects, year book etc. The question papers of previous year examinations' conducted by Kannur University and syllabi of B.Ed. course are also made available in the library.

User orientation programme is conducted for students in the beginning of their course. They are made aware of general rules and regulation of the library, library resources, circulation system, reference books, journals, question papers, OPAC etc. Librarian gives instructions about library materials, its care and concern, importance of reading, development of reading habits etc.

Library users can search the computerized bibliographic details of books, reference books, CDs, journals and periodicals through OPAC Services. The users can search the databases in different ways such as :

- Book: Author, Title, Subject, Classification Number, Key words, Accession number, publisher.
- Journal: - Title, Publisher, Vol. No. Type
- CDs :- Title , Subject. Serial No., Author Call No, Publisher

One separate computer is provided to the users of library for OPAPC Services. Bar code Scanner is used for circulation services.

INFLIBNET N-List Programme

The college joined in the project “National Library and Information Services Infrastructure for scholarly content. N- List is jointly executed by UGC-INFONET Digital Library consortium. It provides access to e-resources to students, researchers and faculty of the college. The users can access the required e-resource directly from the data base using the username and password issued from the library. N. List contains more 6000, e.journals and 97000 e. book and bibliographic data base.

The library functions from 9.00 to 5.00 pm in all working days, except on Sunday & public holidays. Library hours are extended 8.30 am to 6.30 pm during examination days. The library is open around 280 days yearly and 8 hours per day without interval. Students use the library during their library period, free period and intervals.

Computer Lab/Educational Technology cum Network.

The college has a well equipped computer lab, It is effectively functioning in the college. It is effective in providing computer aided instruction and practice sessions. Student teachers have access to computer lab from 9.00 am to 5.00 pm

- **Language Lab:** Language lab functions effectively in the college. Students extensively use the facilities in the language lab for effective language development to improve conversation and pronunciation.
- **Laboratories:** Various laboratories have been established to help- students in their academic pursuits. Science Lab, Technology lab, Psychology lab etc. Function very well in this regard.

- **Student Council:** The student association/college union is constituted every year as per the guidelines of Kannur University. The office bearers and the class representatives of the association are elected by the students. The student union consists of – chairman, vice-chairman (reserved for ladies), general secretary, joint secretary (reserved for ladies), university union councilor, arts club secretary, student editor, general captain and one representative from each optional. The student union activities are guided and monitored by the staff advisor. The college union plays a pivotal role in all major activities of the college. The conduct of college arts festival, annual sports meet, celebration of days of importance like independence day, teachers day, republic day, college annual day and other special programmes which are focused on curricular and co-curricular compounds are the major responsibilities of the union.

Apart from the routine activities they also organize various intra and inter- collegiate activities like quiz competition, debates, seminars, elocution etc. The student union initiates the publication of the college magazine every year. The college union also actively engages in the monitoring of the curricular programme in the college. In their executive and general body meetings they discuss and evaluate the curricular activities of the college and according to their grievances/suggestions necessary and needed changes are brought about in the institution.

Scholarship and Endowment

The scholarship and grants to the students come around Rs 29050/- per annum. A total of 34 students got the advantage of these scholarships this year. The college provides various scholarships in addition to the grants for SC/ST, Minorities and socially and educationally backward students from the government.

Details of scholarships instituted from the college / management.

- Prof. Kandoth endowment for the first, second and third place from the college in the university examinations.
- PKM Managers scholarship for the most needy students
- Prof.Kandoth Memorial award and ever rolling trophy for the first second and third places in the inter- collegiate elocution competition

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Abraham Thekekuttu award for the student who scores highest mark in Natural Science in the university examination.
- Ravindran Kuvakkatt award for the student, who scores highest mark in English theory paper in the university Examination.
- Balakrishnan Vellangimadom award for outstanding performance in Sports and Games in the college.
- Thomman Puthumayil award for the Best user of the Library
- P.T.A. award for six students who come first in their respective optional subjects.
- Jose & Annamma poovathummoottil scholarship for the top scores of each optional.
- Joseph Karukuttikaran memorial scholarship for top scorer in Mathematics in the university Examination.
- Kandoth Sunitha Simon Kurpad Endowment for the financially weaker students
- Adoppally Chacko Mathew memorial endowment for a student who is from low income family and proficient in teaching under Madamapam forane.
- Mr. K.C.Philip Kochamkunel Memorial scholarship for the top scorer among Kananya Students in the university Examination.
- Alumni award for the best student of the year.
- Alumni merit cum means scholarship for two students.
- Financial aid by Alumni for higher studies (preferably for M.Ed)

Student Welfare Service

Student and staff welfare committee is functioning effectively in the college. The welfare committee looks into the aspects of emergency and special needs of students and staff. Financial support is done to students by raising fund by collection among the faculty members. Support is also provided to students for their illness or accident emergencies.

Parent Teacher Association

We have a parent teacher association which is reconstituted every year. This association includes all faculty members and parents of all students. It supports the various developmental programmes of the college. The annual general body meeting of the PTA is held at the beginning of the year from which the office bearers are selected. The PTA vice

president is elected from among the parents and one of the faculty members is in charge as PTA secretary. The PTA executive committee meets frequently to discuss upon the routine activities of the organization. The PTA fund contributed at the time of admission caters to the student activities of the year. PTA actively involves in all the academic and co-curricular activities of the college including organizing of college union activities; community living camps, other major programmes like national seminars and workshops, etc. PTA has instituted scholarship to meritorious students of each optional subject. The support and active involvement of the PTA is a strength of the college.

Feedback

The annual feedbacks from the students are collected both orally and in written form. At present, student evaluation is done thrice a year. The overall evaluation from the students indicates that the students were generally satisfied with the academic experience obtained from the institution. However, any grievances and suggestions pointed out by the students were very positively encouraged; and timely, necessary changes were brought about in the system. The campus experience as a whole was appreciable to a great extent.

5.3 STUDENT ACTIVITIES

As a college of teacher education, the institution shoulders the responsibility of moulding the minds of thousands of students. The institution coordinates various activities under different association for the welfare and development of the students. Activities that foster social, cultural and literary skills of the students are coordinated by various clubs. Sports meets and inter house tournaments are also conducted which provide rich experience to the students.

Alumni association

An active alumni association is a part of our college. There is an annual get together for the association conducted on the second Saturday of January every year. Elections for the office bearers are held in this meeting

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

Current office bearers of Alumni Association

President	Nithin Nangoth
Vice President	Dr. Sreeja P
Treasurer	Akarsh E
Secretary	Rehka Karun

Alumni association has instituted endowments and scholarships to meritorious students on each academic year. Major contributions of the Alumni association are listed below:

- Conducted a social extension programme for the local people to help them fill new application form for ration card in the year 2014-15.
- Conduct human rights activities as observance of human rights day.
- Annual get together on second Saturday January of every year is an occasions for sharing ideas and experiencess.
- Alumni merit cum means scholarship for needy and deserving students.
- Members give healthy and constructive suggestions and feedback from time to time.
- Alumni members share their experiences to the fresher's when they come to college for various proposes.
- Competent alumni students take demonstrations classes and shared their experiences which will motivate and give direction to the teacher trainees.

Most of the alumni members are in the teaching field. Its proud credit for us that our alumni members hold prominent positions in various fields. A list of top 10 Alumni of the college is mentioned below:

1. Dr. Fr. Babu Paul: Principal, St. Aloysius College, Elthuruthy
2. Sr. Jessy N C: Assistant Professor, P.K.M College of Education, Madampam.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

3. Dr. Sreeja P: Assistant Professor in Botany Sir Syed College, Taliparamba.
4. Dr. Jubilee Padmanabhan : Assistant Professor Central University , Punjab.
5. Dr. Harikrishnan P: Assistant Professor & HOD Dept of Botany, Payyannur College Payyannur.
6. Br. P T Varkey CST : Principal, Marigiri Senior Secondary School Kootumugam
7. Josekutty: Assistant Professor in Botany, Government Brennen College, Thalassery.
8. Dr. Sabu Sebastian: Assistant Professor & HOD Department of Mathematics, Nirmalagiri College, Koothuparamba.
9. Manoj M Kandathil: Advocate, Former Secretary Kerala Catholic Youth Movement , KCYM, Thaliparamba.
10. Madhu K V: Chief Editor in Reporter TV Channel.

Various Club Activities

Nature Club

To have a harmonious balance between man and nature, a nature club is functioning in the college. It arranges talks, seminars and exhibition with regard to environmental education. The nature club arranges nature camp in association with the forest department, government of Kerala. At the beginning of the monsoon the members planted saplings of trees in the campus.

Debate Club

The debate club organizes debates, discussions and interactive sessions on current and relevant/ controversial social educational issues. The club has constituted an award for the “Best Debater”.

Literary Activities

Literary activities in the institution are organized under the auspicious of literary club of the college, which organizes programmes like versification, recitation, short story writing, manuscript writing , seminar and discussion on contemporary issue. A collection of fiction and non-fiction are available in the library, which satisfies the recreational needs of our students.

Mathematics Club

Math club-a forum for experiencing the beauty of mathematical ideas, in whatever form they arise is functioning effectively in the college. The main them of the Math club is to have fun, to learn a lot of math, and to prepare. The main focus is placed on incremental progress and the building of a strong foundation in the student's academic as well as vocational career. The basic objective is helping the B.Ed students to begin the process of how to think critically.

Health Fitness and Sports Club

The health, fitness and sports club of the college coordinates programme like seminars, demonstration and training programmes on health and fitness. The club also coordinates various inter-house and extramural games competitions. The club conducts training programme on first aid and emergency care and facilitates regular physical activity and participation in games. The club along with the department of physical education has initiated a badminton coaching programme for school children.

Co-Curricular activities

Teacher and trainees are modified and moulded in the institution through various co-curricular and extra-curricular activities. Students are divided in to various groups/houses and competitions are conducted for encouraging healthy competitions in sports, arts, games and literacy competitions. Various club activities like quizzes, debates and others are good arena for developing various personal and social qualities Institution encourages best performers in the extra-curricular activities by congratulating them in the morning assembly. They are given T.A and registration fee to participate in competitions/ seminars in the other colleges and university.

Guidance & Counseling Cell

The college has an active guidance and counseling cell under the leadership of qualified counselors. Faculty member in charge of counseling cell is a qualified counselor,

and the services of the counseling cell are effectively made use of in the college. Needy students from the college and from outside utilizes the services of the counseling cell.

Magazine and other publications

College magazine published every year. Student magazine is a true reflection of the campus life with all the creative potentials of the students in all domains. We publish the college magazine every year at the end of the academic year. Students union has a major role in the preparation of magazine. The union activities for the whole academic year and all other programmes initiated by the college are included in the magazine. An editorial board is constituted with the student editor as the pivot, Principal as the chief Editor and a staff editor who supervises the whole process, and other six students as its members.

Manuscript magazine

Manuscript magazine are published optional wise is a creative work which emphasis the nature and meaning of their subject concerned.

- ‘Sigma’ –mathematics class manuscript magazine published all the years
- Wall magazines- Malayalam optional students
- Inland magazines- English Optional
- Group magazines
- Individual magazines

Poster Presentation

Poster presentations were conducted as competition or as presentation on important days like. Energy conservation day, wet lands day, cancer day, human rights day, martyrs day, drama day, poetry day, national mathematics day, national science day etc.

Display boards

Display boards are available in all optional classes and clubs.

Exhibition

Exhibition are conducted by various classes to exhibit learning materials.

5.4 BEST PRACTICES IN STUDENT SUPPORT & PROGRESSION

The college conducted a one week orientation and bridge programme to the students about the institution, vision, mission, facilities in the institution, rules and regulations etc. communication skill development classes, value education classes, orientation to each paper are conducted during this programme. Coaching classes for various competitive examinations also conducted.

The well equipped language lab of the college provides training in communication skill development. Net resource centre in our college provides high speed internet facilities to our students. Facility for color and black and white printing is also available there.

General assembly is organized on every Wednesday in our college. Student teachers conduct this assembly on optional wise. This is a platform for the students to develop the creativity and self initiative. Student teachers organization skills and leadership qualities inspired through this. Apart from the college magazine, manuscript magazines, wall magazines and individual magazines are prepared by all optional students. Mentoring system and remedial teaching helps students to achieve all goals.

The college conducts UGC sponsored and other workshops and conferences for empowering students and keeping abreast with latest developments.

The tutorial system and mentoring of students in small groups, activities of the counseling cell and placement services are some of the noteworthy student support activities of the college.

ADDITIONAL INFORMATION:(

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

The NAAC Peer team visit in 2006 made the following observations and comments:

Institution has developed reasonably sound and realistic student support services. The college has brilliant track record of students who have secured top honours in the University Examinations. Number of students have qualified for NET/SET and have been appointed as teachers in schools and colleges. Students are assisted with scholarship from central and state governments and are also supported by PTA and Alumni association. College has good rapport with alumni; and alumni provide financial assistance for student's for higher studies which is very much appreciated.

College organises quality programmes from time to time and gives special attention to co-curricular and cultural activities. College also provides encouragement to students to participate in sports and cultural activities. College provides personal and academic guidance to students; and placement services are carried out successfully. Sincere efforts are made to improve the communication skills of the students.

Various activities of the college are carried out by student association. Student union brings out the college magazine and takes active part in the curriculum panning and coordinating of various programmes in the college.

The institution has given more priority to the student support system by providing scholarships, dissemination of information and special arrangements for the well being of the students. The activities of Alumni association, co-operation of Parent Teacher Association, student welfare services, participatory activities, coaching classes, remedial teaching programmes, value education programme, digital library, different laboratories, etc enable the institution to function more efficiently than before. Students are encouraged to make use of the facilities of the college for various personal and professional development projects. Various projects undertaken by the faculty funded by UGC and other agencies provide opportunities for students and teachers to work on a common platform. These activities and involvement enhance the creative abilities of the students. The teacher trainees enrich their knowledge and competencies through the experience at this college. The exposure they are getting through various club activities and student associations help them to take up leadership roles effectively.

CRITERIA SIX
GOVERNANCE AND
LEADERSHIP
CONTENTS

Sl. No		Page No.
1	INSTITUTION VISION AND LEADERSHIP	186
2	ORGANISATIONAL ARRANGEMENTS	196
3	STRATEGIC DEVELOPMENT AND DEPLOYMENT	200
4	HUMAN RESOURCE AND MANAGEMENT	202
5	FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION	209
6	BEST PRACTICES IN GOVERNANCE AND LEADERSHIP	211

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 INSTITUTION VISION AND LEADERSHIP

Our Vision

P.K.M College of Education established in 1995, draws its inspiration from Christ, our eternal guru, the light of the world; to train the graduates to be the light of the world to dispel the darkness of ignorance, illiteracy and underdevelopments and transform them as persons of deep faith in god and in themselves, for commitment and service towards building up a just and humane society in a world of alienation and competition. The college emblem symbolizes the vision and mission of the institution. The vision of the college is stated as:

**“EXCELLENCE AND COMMITTED SERVICE IN EVERY
REALM OF TEACHING ENDEAVOUR”**

Our Mission

Translating this vision into action, we seek to develop the following in our student teachers.

- Develop professional scholarship, academic and research competencies, and communication skills.
- Inculcate values of moral uprightness, noble character social commitment and dignity of labour
- Develop an attitude of reconciliation between man and man and nature
- Evolve a close – knit network with the local people, educational institutions and the college administration through appropriate schemes so that the student teachers are ensured of their overall development.

The mission includes the institutions goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, educational institutions, traditions and value orientations. The mission of the college is stated as:

**“TO NURTURE THE HOLISTIC DEVELOPMENT OF
PROSPECTIVE TEACHERS FOR A JUST AND
HUMANE SOCIETY”**

Goals & Objectives:

The institution functions to fulfill the following goals and objectives.

The students teachers will strive to acquire:

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

Specific Objectives

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

- To be a resource centre which guides the academic path of the neighboring schools, teachers, and of the corporate management institutions.
- To give formation to prospective teachers who are fully competent and committed to meet the educational needs of northern Malabar

- To continue the academic excellence among the teacher education centres of kannur university.
- To be a beacon of hope to which all the educationally marginalized people can turn for interaction and guidance.
- To help the local community to make use of the resources of the institution for the socio-economic and educational development.
- To form research oriented faculty with cent percent doctoral degree
- To develop the institution into a research centre through various activities organized and arranged

The core values upheld by the college are:

- Faith in God
- Integrity of character
- Respect for the dignity of the individual
- Commitment to the nation
- Positive Interdependence
- Quest for excellence

Mission addressing the needs of the society

The mission includes the institutions goals and objectives in terms of addressing the needs of the society by-

- To form leaders of quality in all walks of life who serve their fellowmen with justice, truth and love.
- To form teachers who promote an appreciation of our cultural heritage and help to mould a just society.
- To form teachers who are sensitive to environmental issues.

Measures taken to cater to the needs of the society

- The institution situated in the rural area, caters to the needs of the rural and local community to obtain teacher education.
- The institution gives priority to address the environmental concerns through activities such as organic farming, and herbal garden, environmental awareness and climate change education, etc.
- The college also offers environmental education as part of B.Ed course.
- Functions of democratically elected college union and various clubs cater to the needs of the society.

Mission addressing the needs of the students it seeks to serve

- To form teachers who remain ever committed to excellence in academic standards
- To form educators who are recognized for their contribution in the field of teaching, research, and extension.

Measures taken to cater to the needs of the students it seeks to serve

- The college conducts seminars/conferences/workshops for updating knowledge; promotes publications of students and encourages participation in inter-collegiate competitions.
- Coaching for the competitive exams such as TET, SET, NET and add-on programmes for personality development, value education etc.
- Develops competency in the preparation and use of ICT based teaching and learning materials.

Mission addressing the school sector

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- To form teachers who promote an appreciation of uniqueness of children and facilitate their developmental possibilities.
- To form teachers who uphold and promote holistic development of the individuals.

Measures taken to cater to the needs of the school sector

- Conducts action research, case studies and explore the possibilities of diverse talents of school children
- Conducts exhibition of learning materials at the end of every academic year for the schools in the locality and donates learning materials to the schools.
- Conducts seminars for school teachers.
- Encourages student teacher to undertake projects, remedial programmes and prepare school/class magazines

Mission addressing the institutions traditions & value orientations

- To form teachers who imbibe national, social, spiritual values and international understanding.

Measures taken to implement Education Institution's Traditions and Value Orientations

- Celebrates festivals of all religions and observes National days and events of importance.
- Conducts inter-religious prayer meetings, training in yoga and meditations, develops value education lesson plans and conducts value education classes during teaching practice.
- Visits to old age homes, special schools, orphanages, juvenile home reflects the social commitment of the institution.

The Management of the Institution: Commitment and Leadership

The management started the institution in a rural area with a specific intention to meet the local needs and its native disadvantages in various fields especially the educational sphere. Social surveys and other community oriented programmes are being undertaken. Apart from academic development, institution gives specific emphasis on the inculcation of moral,

spiritual and human values for that we observe religious festivals, holy mass, daily morning prayer and assembly, thought for the day, self renewal programme, prayer meetings, visit to orphanages etc.

The variety of programme provided from a different perspective of making the student teachers competent in all dimensions makes this institution unique.

Management shows keen interest in all aspects of the effective functioning of the institution for the betterment of its students, the local community and the neighbouring schools.

The Knanaya Catholic community started this college in this rural settlement in the name of Prof. Joseph Kandoth who was an eminent educationist and a social leader with a specific objective of social and educational development of the community also. As a result of it many graduated youths of this community obtained B.Ed. degree successfully and serve in the field of education in an outside Kerala which have contributed their social and economic development.

The rural locale of the college, though it promotes for the above social and economic development of the locality, it has its disadvantages in organizing various programmes like seminars, conferences, meetings, social gatherings etc. To a very great extent locale specific disadvantages is compensated by utilizing the physical support infrastructure at the management headquarters which is situated at the heart of the Kannur city.

Thus while ensuring the vision of the college in developing the rural locality, we do not compromise on quality organizational programmes which normally a disadvantage for college setup in rural localities.

Thus the multidimensional goals of the college are targeted and achieved with the efficient networking of encouraging management and the institutional functioning.

- Since manager cannot always look into the day-to-day affairs of the institution, pro manager is appointed
- Principal's weekly assessments are shared with the pro-manager.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

- Internal audit is done periodically by the chartered accountant.
- Financially weaker students are specially cared for, as ours is a caring mission
- Free stay at hostel is provided to those who have financial constraints. They are helped by the staff and students anonymously and unconditionally.
- Management is keen to help the financially backward students.

The Management & Administrative Bodies

Periodical meetings of different organizational bodies are conducted. The Policies formulated in the Governing body which is the apex body of the college is communicated to the teaching and non-teaching staff in the meeting convened for the specific purpose.

Objectives & Functions of College Governing Body

- To ensure effective utilization of human and infrastructural resources in the college.
- To update the infrastructure of the college according to the changing requirements of curriculum as prescribed by NCTE and other statutory bodies.
- To join hands with other institutions, agencies and organisations in extension activities.
- To find out new strategies for curriculum development and mode of transaction.
- To encourage staff for pursuing academic excellence and professional competence.
- To establish good rapport between the management, staff, students, parents, alumni and the public.
- To ensure management share over and above the fund availed from the U. G. C and other funding agencies.
- To collaborate with other agencies/ organizations and institutions for achieving higher competency.
- To facilitate the process of the development of the institution as a centre for excellence and as a research centre.

- To plan upgradation of institution with additional courses in education.

Responsibilities are distributed to the respective members; the principal monitors the entire operation and ensures that the given responsibilities are undertaken effectively. In the next meetings of the respective staff members convened, the feedbacks are collected. If any shortcoming is reported, discussion for rectifying the same is carried out.

Objectives & Functions of the Staff Council

- To plan the infrastructure development of the college as per the norms and regulations of the University, NCTE, and UGC.
- To raise funds for the development of the college.
- To seek ways and means of promoting the academic excellence of the institution.
- To promote career development of the teaching and non-teaching staff.
- To ensure periodic appraisal of the faculty members.
- To facilitate the conduct of workshops and seminars, for quality improvement.
- To avail and utilize grants and funds from UGC and other agencies.

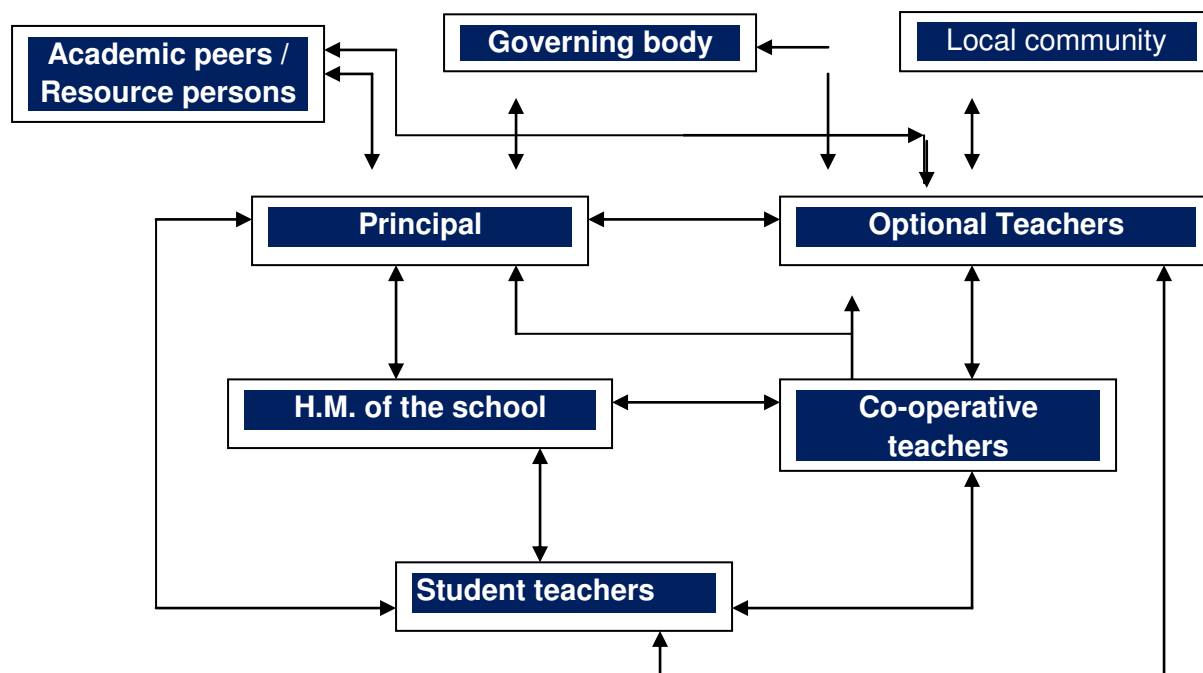
For different programmes organized in the college the faculty and the non-teaching staff take combined decisions to make the programme successful.

Feedback and Review of Activities of the Institution

Feedback is collected through different sources. The manager often comes to the college, convenes informal meetings, collect informative feedback consults with the Principal and faculty for making the institution function better.

When the Action Plan and Calendar are prepared for the coming years, those feedbacks are correctively incorporated wherever it is possible.

EVALUATION AND FEEDBACK MECHANISM



Based on the feedback, the college initiated

- TET/SET/NET coaching
- Allotment of practice teaching schools at the request of the day scholars.
- Open access to internet to students including Saturdays.
- Installation of UPS, generator and solar energy panels to provide uninterrupted power supply.
- Permission to students to borrow equipment, apparatus, and other learning materials and consumables to practice teaching schools
- Changes in interval timing, changes in the college timetable, college timings, etc.

Identifying and Addressing Barriers in Achieving Vision/Mission and Goals

The institution identifies its strength as well as barriers through various discussions both formal and informal settings.

Teaching is such a profession where positive, interested and competent individuals can work out miracles. Since the admission is not based on aptitude tests, the intake is simply based on merit. Therefore larger amount of bridging and orientation is required. So many programmes for that are undertaken. M.Ed course is not sanctioned to the college by the University though applications were submitted repeatedly. Similarly our college has been placing application before Kannur University for setting up a Research Center in Education at PKM College. Inspection for the same was conducted and we are looking forward to establish the research center in the college.

Encouragement and Support to Staff for Improvement of Effectiveness & Efficiency

For improvement of the effectiveness and efficiency of the institutional process the staff is given freedom and flexibility. The in-charges of various programmes is given complete freedom to organize the same.

The management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by:

- Encouraging to coordinate seminars, workshops and training programmes
- Providing smart board, LCD and other facilities in the class room to encourage ICT enhanced teaching.
- Involving staff members in activities in various clubs
- Supporting membership of staff members in various administrative bodies and committees
- Encouraging teachers for acquiring additional qualifications and to take up major/minor research projects.

Leadership Role of the Head of the Institution

The head of the institution has multifaceted leadership roles. Since the college is not autonomous, the curriculum is prescribed by the affiliating University. Our institution follows the curriculum prescribed by Kannur University. In limited dimensions only there is provision for the head to make changes. But the curriculum can be implemented by incorporating supporting activities and programmes having elements of extra inputs other

than what is prescribed in the curriculum. The leadership role of the head of the institution in governance and management in different areas are given below:

Curricular

- Co-ordinates the functioning of the college and works as a teacher
- Setting up the time-table
- Organizing the curricular and co-curricular activities for the academic year.
- Academic plan is a collaborative effort of staff and the Principal.

Administration

- Assigns duties to the teaching and non-teaching staff (given in College handbook).
- Communicates feedback obtained from various stakeholders to the management and the staff.
- Convene meetings of administrative bodies and disciplinary committees.
- Ex-officio-president of all the associations/clubs.
- Allocation and Utilization of resources for the preparation of students teachers.
- Proper distribution of e-grants and scholarship to students
- Procures and distribute financial assistance to economically backward, minority and students residing in rural area.
- Oversees the maintenance of the infrastructure and learning resources.

As the NAAC peer team member, the principal shares the experiences during NAAC visits, informs the faculty and non teaching staff regarding the best practices of those institutions.

6.2. ORGANIZATIONAL ARRANGEMENTS

Different committees are constituted by the institution for management of different institutional activities. The Principal and the IQAC Coordinator are the ex officio members of all committees. The list of committees functioning in the college is:

- Internal Quality Assurance Cell
- Planning Board

- Purchase Committee
- Finance Committee
- Academic monitoring committee
- Examination committee
- Advisory committee for library
- Research and extension Committee
- Calendar and Documentation Committee
- Anti-Ragging Committee and Ethics Committee
- Guidance and Counseling Cell
- Women's Cell
- Grievance Redressed Cell – for staff
- Grievance Redressed Cell –for students
- Welfare committee for staff and students

Meetings held and Decisions taken During the last Year

The IQAC held meetings regarding the effective functioning of the various committees and every committee was asked to submit a plan of action for the activities and programmes to be conducted in the academic year. The IQAC also monitored the activities of the college and had periodical meeting to review and evaluate the overall function of the college.

The UGC planning board meets frequently and decides upon the plans and proposal to be submitted to UGC for developmental activities of the college. The funds received by the college from UGC are also discussed in the Planning Board and then the concerned Purchase Committee meets to finalize the purchase procedures.

The finance committee of the college meets before the start of the academic year to chalk out the budgetary allotment for different activities of the college on the basis of

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

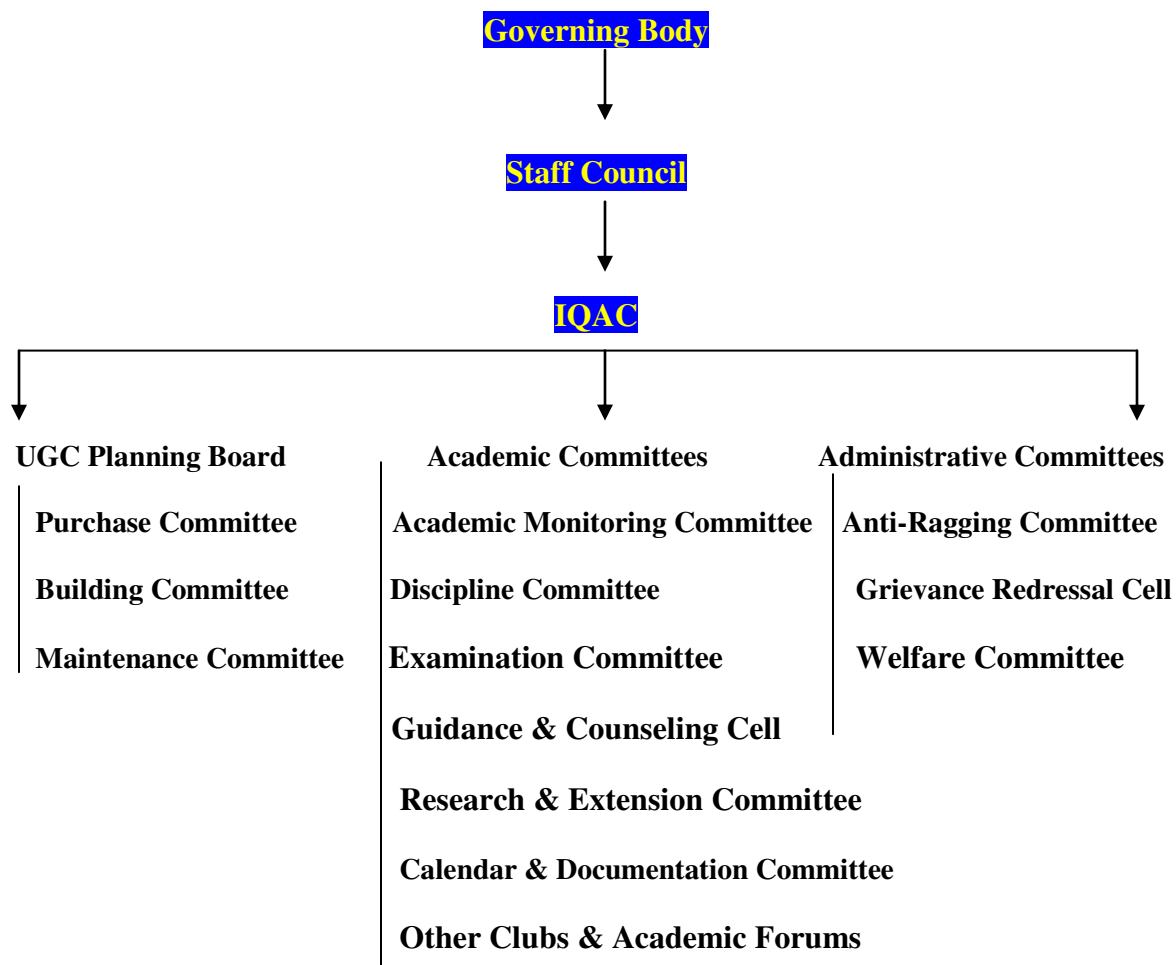
SAR - 2015

proposals received from various committees and the decisions of the staff council. This provides a financial base for the conduct of different programmes for the academic year.

All other committees meet frequently to discuss on the activities to be organised under the respective committees. Meetings are also conducted before and after each programme to evaluate the quality of conduct of the programme and for future directions.

Organizational Structure

The administration and organization of the college functions are done according to the following structure:



Decentralized Administration & Collaborations

Administration is decentralized giving various responsibilities to all the administrative staff in a hierarchical way. Duties distributed among the office staff are intimated to them and monitoring is done by the Office Superintendent and communicated to the principal timely.

The institution collaborates with all the co-operating schools and competent teachers of those institutions are invited for interacting with our students. We share the expertise mutually so that they also get benefitted. The college maintains effective linkage with co-operating schools for conducting the practice teaching of the student teachers.

- Faculty members serve as resource persons in various agencies such as SCERT, IGNOU, MG University, University of Kerala, UGC Academic Staff Colleges, NCTE, NAAC, CHAI, LNCPE, WCCI, and in various seminars, workshops, conferences etc.
- Receives assistance from school teachers serving as DRG's and SRG's in Sarva Shiksha Abhiyan (SSA)
- School teachers serve as mentors of student teachers

Feedback & Performance Improvement & Empowerment of Faculty

Every year feedback is collected from student teachers and possible rectifications are incorporated while the calendar for the next year's functioning is prepared. For example in order to make the teaching learning process I T Oriented, all classrooms are made SMART. All teachers are incorporating the suggestions of the student teachers to improve their career.

Skill sharing across departments has been a point of strength for our college. Most of the days, academic discussion is there among the faculty. The works/activities/programmes implemented in the different classes are shared and the suggestions are very constructively approached. Sometimes as combined ventures, programmes are undertaken, especially in the language optional classes. Interdisciplinary discussions are also undertaken.

The institution promotes co-operation, sharing of knowledge, innovations and empowerment of the faculty by activities such as

- Conducting seminars on the recent innovations in teaching and learning for the empowerment of faculty.
- Peer evaluation
- Development of teaching manual as the joint venture of respective subject teachers.
- Development of valuation criteria in consultation with faculty members.
- Encouragement to take up research projects, publish books and articles as joint ventures.
- Encouragement to summarise knowledge received from seminars, workshops or enrichment programmes outside the institution.
- Discussion and briefing of educational policy documents to the staff members.
- Encouragement to form Learning groups. & Learning communities.

6.3. STRATEGY DEVELOPMENT AND DEPLOYMENT

Management Information System

The college has been attempting to develop a management information system and the following are being practiced at present with regard to the same:

- Data regarding the staff and students are stored in computers.
- Admission to B. Ed. and programme is done online.
- Preparation and submission of salary bill through SPARK.
- Scholarship and grants are dispersed online.
- Internal marks are submitted online.

Allocation of Resource: Human and Financial

The B. Ed. programme is in the government aided stream. The human and financial resources are allocated by the government as per rules. Keeping in line with the minority status of the institution, locality, and proportion of women students in the intake additional funds are procured from UGC. State funds as scholarships/grants are allocated to students belonging to SC/ST, SEBC, and minority community.

The financial resource of the college comprises of grants from the government, UGC grants, the plan fund, study material fees and voluntary contributions collected from students to meet curricular and co-curricular activities; and the contribution of the management.

Development of the Academic Plan

Special Staff Council Meetings are convened for discussing the academic plans for the next year. Accordingly the calendar committee is entrusted to prepare the same. To decide upon the period of practice teaching, consultation is carried out with the co-operating school authorities. The plan prepared is again put for discussion in the staff council and suggestions are incorporated. The following sequence is followed in preparation of the academic plan.

- The IQAC and staff council chalk out the detailed programme of action for the academic year with the directives of the College Governing body and College Council.
- The time table is prepared within the framework of the syllabus and academic calendar prescribed by the University.
- The members of the faculty are assigned with responsibilities to guide and supervise the implementation of programmes planned for the academic year through various committees.
- The principal personally meets the principals of the co-operating schools and inform about the following areas; time schedule and duration of practice teaching, the number of students allotted to the school, the nature of mentoring service expected from the senior teachers of the school and the type of evaluation and feedback expected from the school about the performance of student teachers.
- Each faculty member submits academic plan to the principal incorporating the suggestions and criticisms based on the feedback and then the adoptable points are considered while preparing the college action plan specific to each year.

Individual Employee's contribution for institutional development is ensured through the monitoring done by the Principal timely. The objectives are communicated to the staff through staff meetings, handbook, website, clubs /forum meetings, management-faculty meetings, IQAC meetings, meetings of various committees and notices issued by Principal.

If any deviation is noticed, it is communicated to the employee and further rectification steps are taken.

Monitoring, Evaluation and Revision of Plans

All plans both academic and administrative, discussed and formulated by the institution are implemented, monitored, evaluated and revised continuously. The functioning of the academic monitoring committee, the examination committee and the grievance redressal cell provide valuable inputs for evaluation of the academic plan and its proper implementation. Periodic evaluation at the end of each term, and feedback of students both formal and informal are discussed in the staff council for revision and improved functioning. The IQAC also plays a pivotal role in the evaluation of the academic programme and in providing valuable suggestions and modifications. Detailed discussion regarding the feedbacks is done in the staff meetings, and further steps are taken to make the objectives of the institution realized.

Technology being an indispensable factor in today's governance, **application of** information technology is being implemented in all sectors of governance in the institution. The institution has got cent per cent digitally literate staff. The office, library, class rooms, and labs all have got computer and internet connectivity. Online submission of works and assignments are enhanced. Communications among student teachers and teachers take place through the digital media also.

6.4 HUMAN RESOURCE MANAGEMENT

Faculty Development & Career Progression

The faculty profile is submitted by all members at the end of each academic year. The principal verifies and discussions are carried out personally with teachers. Along with this feedbacks taken through various sources are also analyzed. Accordingly intimations are provided to the faculty for maintaining the positive points as well as rectifying the shortcomings.

The annual self appraisal submitted by each members of the faculty is verified by the principal, the strength as well as weakness analyzed and communicated to the teacher concerned. Based on the feedbacks, development programmes are suggested.

Faculty members are insisted and motivated to join for higher academic programmes to enhance their capacity. UGC provisions for faculty development including FIP programme for pursuing research, travel grant for attending academic conferences and workshops are availed by the faculty members. The IQAC coordinates programme for the skill development and performance enhancement of both teaching and non-teaching staff.

The institution supports classroom based projects of faculty members, field visits, conduct of relevant case studies and surveys, organizing of workshops, seminars, etc at the department and college level, apart from the state and national programmes funded by UGC and other agencies. Training programme on computer, ICT, interactive teaching using smart classroom facilities are provided to equip the teachers to latest transaction modality in the classroom.

Faculty Development & Training Programmes

For Total Quality management, the human resources of the college are prompted to maximize their potential through different ways. Teacher are encouraged to attend the UGC sponsored refresher courses and orientation courses conducted by the academic staff colleges. Various seminars, workshops, conferences ate attended by teachers.

List of Faculty Training Programme

- | |
|--|
| <ol style="list-style-type: none">1. Dr Stephen T A participated in the UGC Short Term Course in Capacity Building for Teacher Education from 12-15 July 2011 at Acadecmi Staff College, Kannur University2. Mrs Maya J Pillai attended the refresher course at UGC Academic Staff College, Kannur University from 10 November 2009 to 30 November, 20093. Miss Jessy N C attended the refresher course at UGC Academic Staff College, Kerala University from 2 November 2009 to 30 November, 20094. Dr (Mrs) Veena Appukuttan attended the refresher course at UGC Academic Staff College, Kannur University from 10 November 2009 to 30 November, 20095. Dr (Mrs) Sholy Joseph attended the refresher course at UGC Academic Staff College, Kannur University from 4 January, 2012 to 24 January 2012. |
|--|

The non teaching staff is also is encouraged to attend courses conducted by Government and various other agencies to equip them with the expected competencies. The librarian has attended an orientation programme and different seminars at various place.

For teaching and non teaching, peer discussions for computation of income tax are carried out and also during the UGC pay revision, training in preparing UGC arrears and staff fixation. The teaching staff is given tips and hints to prepare better profiles. Capacity building programme was organized by IQAC for non-teaching staff. Orientation programme on administrative aspects was done by experts from the office of the Deputy Director of education.

List of Faculty Training Programme Non-teaching

1. Capacity Building programme (Orientation on Office Administration)– by Mr Sivan U from the Office of Deputy Directorate of Collegiate Education, Calicut. (2011-12)
2. Communication Skills by Mr Mathew Thelliyil on 19 March 2012.
3. John P T, librarian attended two UGC sponsored refresher courses in library sciences in the year 2010.
4. John P T participated in the three day workshop on library automation sponsored by UGC-INFLIBNET held at Kannur University from 20-22 April, 2006
5. John P T participated in the orientation programme on Online Resources organized by Kannur university Central library and Research Centre on n14 March 2013
6. John P T, librarian participated in the UGC sponsored national workshop on Design and Bibliographic Reference Management Software (BRMS) held at St Stephen's College Uzhavoor on 13-14 August, 2014

Performance Assessment

The college adopts a quality assurance mechanism for performance assessment of teaching and non-teaching faculty. The institution adopts an effective feedback mechanism

for quality enhancement. The student feedback on teachers, supporting staff, course and the institution are collected by the IQAC at the end of each term and at the end of the programme. Special staff meetings are organized to discuss the feedback, and relevant issues are addressed and appropriate measures taken for further improvement. Special management meetings are coordinated to evaluate the performance of the faculty periodically. Every faculty member submits a self appraisal report at the end of each academic year. The evaluation and feedback are effectively utilized by the institution to improve teaching, research and service of the faculty and supporting staff.

Faculty promotions are done according the university and government guidelines. A screening committee will be constituted by appointing experts for considering the promotion of faculty concerned. The manager, Principal, an expert appointed by the university constitutes the screening committee. The committee verifies the records and credentials of the faculty applying for promotion with respect to age, qualifications, service details, self appraisal for the last three years, teacher's diary, etc. there is constant motivation and encouragement for the faculty to improve on their performance with respect to additional qualifications.

Recruitment of Faculty

Faculty members are appointed as per the statutes of Kannur University, NCTE and UGC and as per the staff pattern fixed by the Government of Kerala. All the permanent faculty members are well qualified and professionally competent to fulfill the goals and objectives of the institution. Full time faculty members on contract basis were given consolidated salary and the faculty in FDP vacancy was given the pay as per UGC norms.

All the faculty appointments in the college have been done purely on the basis of merit and professional competency. The management follows a principled stand in recruiting the most capable faculty members to the institution, without any donations.

The government stipulated strength of faculty as per teacher student ratio is followed in the institution. When a faculty member is on leave for longer duration, or has been deputed for faculty development programme, guest faculty is appointed as per government rules. The

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

salary and remunerations to the guest faculty are done as per the government rules. The list of guest faculty appointed in the college is given below:

Guest Faculty List		
Year	Name	Subject
June 2009 to March 2011	Ms. Celine Abraham	Mathematics
February 2010 to March 2010	Dr. Prasanth Mathew	Physical Science
February 2010 to December 2010	Fr Winson	Social Science
January 2011 to August 2012	Shinimol D	Social Science
August 2011 to November 2011	Ms. Angel Sonia P E	Education
June 2014 to November 2014	Ms. Honey Babu	Natural Science
June 2014 to July 2014	Mrs Sreedhanya K	Malayalam
December 2014 to date	Ms. Sindhu V K	Natural Science

Part time faculty members are also being appointed in the institution at times of necessity to fulfill the requirement of teaching faculty at times. The management has taken initiative in appointing additional faculty in the institution at times of requirement.

The college encourages the staff for participation in seminars, workshops and conferences. The institution has the access to INFLIBNET. The college provides facilities to research scholars from outside, guided by the faculty members.

Facilities Provided to Faculty: Policies and Practices for Faculty Encouragement

The college is well equipped in terms of modern technological resources, as well as physical infrastructure. The college has well furnished classrooms, laboratories, library and reading room. The staff room is well maintained and furnished with appropriate seating arrangements for faculty members with storage options. The staff room is also equipped with

computer and internet connectivity, and provision for scanner and printers. Free internet connectivity is provided to faculty members.

All the classrooms are well equipped with facilities for methodology lab. Every classroom has on OHP, computer with internet connectivity, LCD projector with interactive board, and video camera for micro teaching analysis. The college has an eco-friendly and lush green campus and parking facilities for the vehicles of teaching and non teaching staff.

Mechanisms for Faculty and other Stakeholders to seek information and/or complaints

The college maintains an updated website, which publishes all information from time to time. Staff and student corners in the website provide specific information, circulars and notices to the faculty and students. The college handbook provides detailed information regarding the college and its functioning. Circulars and notices on all aspects are circulated from the college office and the notice boards displays all relevant and latest information to students and faculty. The welfare committee for staff and students address and cater to special needs of the student and staff. The feedback and evaluation of the students provide necessary information addressing possible changes and modifications in the institutional functioning. The grievance redressal cell functioning in the college takes necessary action for redressing the grievances received from the staff and students.

The Workload Policies and Practices

The college prepares a time table for the B.Ed programme with respect to the yearly and quarterly plan of the college. The detailed work load and time table are specified in the time table and is given in the appendix.

The teacher's diary and log book is maintained by each faculty member with details of work done. Teaching hours and portions covered, preparation for teaching, tool construction, assignment correction, tests and examinations conducted tutorials internship supervision, library work, laboratory work, practical work, club activities, cultural programmes, field trips, project work, seminars/conferences, research guidance, note preparation, etc are noted by every faculty member.

The time table is chalked out at the beginning of each year after detailed discussion in the staff meeting. The time table for B.Ed has scope for flexibility in order to accommodate the curricular and co-curricular activities, tutorials, community services and the research activities of the faculty. The individual members plan and divide the hours allotted to them for teaching, for their own research works and preparation for teaching. The institution promotes research culture among faculty members. Out of the nine faculty members, six are PhD holders, and two of them are undergoing part time PhD programme. Three of the faculty members, Dr.Babu Kochamkunnel, Dr.Prasanth Mathew and Dr.Anil R are research guides in the university.

The college provides academic assistance and mentoring through the tutorial programme. Educationally backward students get special attention. The UGC equal opportunity cell also provides programme and assistance to the weak and under privileged students.

The college initiates many community oriented programmes. Faculty members deliver lectures in different institutions and are members of different academic and voluntary organizations. Faculty members are resource persons for UGC orientation and refresher courses, national seminars and conferences, training programme for students, counseling programme for students, orientation programme for parents, etc. they are also involved in under taking local level research projects and UGC funded research projects. Faculty members offer consultancy in their areas of expertise and act as research for M Phil and PhD programmes.

Institution Mechanism to Reward and Motivate Faculty

The college has got a smooth functioning Staff association where both teaching and non teaching staff are members. Periodic meeting are conducted by the association. Sharing takes place in the meetings where appreciation and motivation is provided to its members. A family atmosphere is maintained and personal happiness also is shared within the association. Personal grief of its members is also acknowledged and condolences offered. The college also organizes special meetings to congratulate faculty members and students for their recognized achievements and positions.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

Financial Support from the Government

The institution receives financial grant from the government, from UGC, from fees collected from students, and contribution from the management. The details of grants received during the last three years are shown below.

Details of Grants Received During the Last Three years

Year	Item	Amount
2011-12	Salary (teachers)	6335014.00
	Salary (non – teaching faculty)	2786754.00
	E-grants	280520.00
	Development Assistance	173767.00
	Additional Assistance	2250000.00
	Seminars/workshops	75000.00
	Projects	22500.00
	Maintenance Grant (UGC)	200000.00
	Others : FIP substitute	620356.00
	Contribution from management	100000.00
2012-13	Salary (teachers)	7145416.00
	Salary (non-teaching faculty)	3196023.00
	E-grants	248030.00

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

	Development Assistance	112500.00
	Additional Assistance	250000.00
	Seminars/workshops	112500.00
	Projects	56000.00
	Maintenance Grant	-
	Others	-
2013-14	Salary (teachers)	8344566.00
	Salary (non-teaching faculty)	3951950.00
	E-grants	303000.00
	Development Assistance	525000.00
	Additional Assistance	1550000.00
	Seminars/workshops	37500.00
	Projects	-
	Maintenance Grant	-
	Others: contribution from management	1092748.00

The college mobilizes funds through various sources. Voluntary donations are accepted and audited. Major financial assistance is obtained from UGC. The college prepares and submits proposals to UGC considering the priority of developmental activities of the college. The fees collected from students and voluntary donations as PTA fund also become another source of income. All the funds generated are utilized for the developmental activities of the institution.

Budgetary Resources and Auditing of Accounts

The institution functions according to its vision and the educational objectives set forth. The institution and management is conscious in terms of providing quality education.

The financial planning of the institution is done considering the year plans as well as the long term development of the institution. In the pursuit for excellence, no programme or developmental activities are withheld or dropped due to lack of fund. The excess expenditure in such cases is met by the management. There is transparency in all financial dealing in the institution.

The quality assurance of the activities of the college is ensured with the effective functioning of the Internal Quality Assurance Cell (IQAC) of the college, in which teaching faculty and administrative staff are members. All other committees, including the financial committee, academic monitoring committee, UGC planning board, and the purchase committee play significant role in ensuring that all the developmental activities, academic and administrative activities go in line with the vision and mission of the college. The budgetary allocations over the past five years, depicted through income and expenditure statements, future planning, resources allocated during the current year and excess/ deficit are attached in the appendix.

The accounts are audited regularly. The college has an internal auditing system by the management and an external audit by the Government. The staff from the office of the Deputy Director of Collegiate Education Kozhikode audits the Government account. Every year the internal auditing is done by the management auditors. The government audit is also done periodically. There is transparency in all financial transactions of the college. Computerized finance management is adopted in the college. Salary bills are prepared on computers. Scholarships of students and grants are collected through E-grants.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

The institution adopts quality management strategies in all academic and administrative activities. A prominent feature in the administration of the college is decentralized administration and participatory approach. Transparency in decision making and execution is ensured. The institution has an advantage of having the strong support of an effective management. The management initiates mobilization and utilization as per the priority of the college.

The institution supports innovations and professional development of the staff by encouraging them to submit proposal to the various funding agencies for conducting seminars, workshops, etc. during the last five years 3 of our faculty members have obtained their doctoral degree and one has submitted the preliminary written account of the research work.

The management is very keen in establishing the infrastructural facilities in the college. The faculty and harmonious relationship between the staff and management gives multi dimensional professional enhancement. The democratic administrative mechanism deep rooted in every activities of the college is model practice. Constant observation, evaluation and timely feedback for quality enhancement are also a good practice of the institution.

ADDITIONAL INFORMATION:(

(Based on Observation, Suggestion and Recommendation of Previous Peer Team report)

The NAAC Peer team observed that the college follows a set of planned procedures for the effective coordination of curricular and co-curricular activities. The general management of the college is vested in the governing body with the manager as the ex-officio president. There are teacher representations in all the committees including the governing body. The internal administration of the college is done by the Principal, and coordinated by various committees, where the Principal is the chairman of the various committees.

The inspection team from the university visits the college from time to time for observing the maintenance of standards. The college functions through various committees which are presented by teaching and non-teaching faculty. The teaching faculty of the college is appointed as per government and university rules, and is made through open selection with the merit being considered for appointment.

The IQAC of the college is functioning effectively in ensuring quality assurance in academic and administrative functioning of the college and also works prominently towards the re-accreditation. Performance appraisal of teaching staff is done through self-appraisal proformas.

The institution is committed to its striving for excellence in all endeavors with quality, democratic administration, motivated and competent teachers, and supporting non-teaching staff. The college has sufficient infrastructural facilities and learning resources to facilitate student learning. The institution has an effective and well established internal quality management system. The institutional governance is done on the principles of participation and transparency.

The institution continues to strive for excellence in all endeavours with quality, democratic administration, motivated teachers and non-teaching staff, etc. We have adequate infrastructure and learning resources to conduct the educational programmes to facilitate students learning. The college has a well-established functional internal quality management system. The institution has an advantage of having the strong support of an effective management. The management initiates mobilization and utilization as per the priority of the college. The institution is governed on the principles of participation and transparency. The source of income is legitimate and known. Financial planning ensures that no planned activity is withheld or dropped due to want of funds. The financial resources of the institution are effectively utilized. Constant observation, evaluation and timely feedback for quality enhancement are also a good practice of the institution.

CRITERIA SEVEN

INNOVATIVE PRACTICES

CONTENTS

Sl. No		Page No.
1	INTERNAL QUALITY ASSURANCE SYSTEM	214
2	INCLUSIVE PRACTICES	221
3	STAKEHOLDER RELATIONSHIP	223

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

The college's IQAC was established on 2006 after the first accreditation. Competency-based /Performance-based education is the goal of our institution. The IQAC is constituted in the college with a view to sustain quality of teacher education programme through co-operative efforts, involvement, and effective implementation of the programmes with the help of all the stakeholders.

The IQAC comprises of the following members

Chairman	:	Dr. Stephen T A (Principal)
Coordinator	:	Dr. Anil R
Secretary	:	Dr. Rekha K R
<u>Members:</u>		
	:	Dr. Sholy Joseph K (Teaching Faculty)
	:	Dr. Prasanth Mathew (Teaching Faculty)
<u>Management Nominees</u>		
	:	Rev. Fr. Jose Chirappurath
	:	Rev. Fr. Stany Edathiparambil
<u>Experts from Teaching Community</u>		
	:	Dr. (Mrs) Anandi Martis
	:	Dr. Suresh K P
<u>Administrative Staff Representative.</u>		
	:	Ms. Minimol Simon
	:	Mr John P T
	:	Ms. Anitha Thomas
<u>P T A President</u>		
	:	Sri. N C Thomas
<u>Alumni Representative</u>		
	:	Mr. Jobish Joseph
<u>Local Representative</u>		
	:	Sri. C. J. Jose
	:	Smt. Sunitha Jojo
<u>Student Representative</u>		
	:	Mr Rasheed Kumar K

The major functions of IQAC of this college are

- To develop and maintain quality benchmarks/parameters for the various academic and administrative activities of the institution.
- To disseminate information on various quality parameters of higher education
- For continuous monitoring and comprehensive evaluation to maintain quality of the teacher education programme
- To prepare and submit the annual quality assurance report to NAAC based on the quality parameters.

IQAC Functionary

IQAC meetings are held frequently and discuss the quality enhancement programmes of the institution and evaluate the functions of the various committees and the college. The IQAC suggests measures for improvement of research, teaching-learning process, infrastructure development, student support services, placement, extension and community services, faculty improvement programme, organization of seminars, conferences, etc.

The IQAC guided/initiated programmes for multi-dimensional quality development are; UGC research projects, seminars and workshops, doctoral research, coaching programmes for students, training programme for administrative staff, community oriented activities, development of library facilities with internet services, financial aid and scholarship for students, linkage and support from alumni and PTA, sports and cultural activities, guidance and counseling services, placement for students, peace and value education, and other co-scholastic activities.

Some of the major activities undertaken by the IQAC after the accreditation in 2006 are detailed below.

- IQAC promoted some faculty initiatives for quality improvement. Three faculty members completed PhD during the period 2006-2011, and one faculty utilized the FIP scheme. The remaining two faculty members are motivated and are pursuing their PhD programmes.

- Completed four minor projects and two major project funded by UGC and a minor project is being undertaken.
- Conducted several UGC sponsored national seminars and workshops.
- IQAC supported various activities for student support and development.
- IQAC encouraged extension activities and infrastructure development initiatives of the institution.

A multi-dimensional mechanism operates in the college to evaluate the realization of stated goals and objectives of the institution.

Management Level: At the management level, the governing body meets under the chairmanship of the manager to evaluate the general functioning of the college. The annual report, budget, accounts, future plans, etc are discussed and evaluated. The manager and pro-manager visits the college frequently and gives necessary guidance and support.

College Level: At the college level, the college has a systematic approach in ensuring the quality delivery of its functioning. The IQAC, the staff council, PTA, Alumni association, student union, and various committees have important role in the quality functioning of the college activities.

Prior to the commencement of the course, the faculty members sit together and make a methodological schedule for scholastic and non-scholastic activities for the coming year. On the basis of the discussions, and based on the university calendar, an academic calendar and handbook is prepared. The academic calendar and handbook is distributed to the students and the college activities and programmes go as per the academic calendar as far as possible. A staff council meeting is held every month to discuss and evaluate the progress of the plan.

The college convenes the meeting of the PTA general body at the beginning of the course. The PTA executive meeting is also convened at regular intervals and at times of emergency. The suggestions and guidelines of the PTA meetings are considered and implemented. Feedback is collected from the Alumni of the college in their annual general body meeting and executive meeting decisions.

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA

SAR - 2015

The student feedback on teachers, course and the institution are carried out periodically through the IQAC, and necessary correction and modifications done from time to time. The students' internship at schools are evaluated by using an evaluation proforma prepared by the institution. The feedback from the teachers and head of the institution are analyzed and necessary modifications are implemented in the coming year.

The faculty members have a constant supervision of the student activities in the college. Assignments, seminars, projects works and terminal examinations are supervised, evaluated timely and necessary suggestions and remediation given to students. Various committees in the college including the academic monitoring committee, Research extension committee, guidance and counseling cell, student welfare committee, examination committee, grievance redressal cell, all work towards the quality assurance of the scholastic and co-scholastic activities of the students.

IQAC: Committees

For the effective monitoring of these services the IQAC has constituted necessary sub-committees. The following are the committees constituted and functioning under the IQAC.

Sl. No	<u>Committee</u>	<u>Convener/Secretary</u>	<u>Members</u>
1.	IQAC CORE COMMITTEE	Dr Anil R	Dr Stephen T A Dr (Mrs) Sholy Joseph Dr (Mrs) Rekha K R Dr Prasanth Mathew
2.	ACADEMIC MONITORING COMMITTEE	Smt Maya J Pillai	Dr Stephen T A Dr Anil R Dr Veena Appukuttan Dr (Mrs) Rekha K R Dr (Mrs) Sholy Joseph Ms Rajani O (Std Rep)
3.	FINANCE COMMITTEE	Dr (Mrs) Sholy Joseph	Dr Stephen T A Dr Anil R Miss Jessy N C Dr Prasanth Mathew Sr Karunya Sr Rraisy

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

4.	LIBRARY ADVISORY COMMITTEE	Sri John P T	Dr Stephen T A Dr Anil R Mrs Honey Babu Mrs Maya J Pillai Miss Jessy N C Dr (Mrs) Veena Appukuttan Mrs Lizy Jose My Akarsh E (Std Rep)
5.	UGC PLANNING BOARD & PURCHASE COMMITTEE	Dr Anil R	Dr Stephen T A Dr Prasanth Mathew Sr Karunya Dr (Mrs) Sholy Joseph Sri John P T
6.	CALENDAR & DOCUMENTATION	Miss Jessy N C	Dr Stephen T A Dr Anil R Dr (Mrs) Rekha K R Dr (Mrs) Sholy Joseph Sri . John P T Mrs Sheeja T C
7.	GUIDANCE COUNSELING & TUTORIAL	Dr Anil R	Dr Stephen T A Dr (Mrs) Veena Appukuttan Mrs Maya J Pillai Miss Jessy N C Mrs Honey Babu
8.	ANTI-RAGGING SQUAD, ETHICS & DISCIPLINE COMMITTEE	Mrs Maya J Pillai	Dr Stephen T A Dr Anil R Dr (Mrs) Rekha K R Sr. Raisy Philip Mrs Maya J Pillai Dr (Mrs) Sholy Joseph Ms Mridhula Rahul (Std Rep)
9.	RESEARCH & EXTENSION COMMITTEE	Dr Prasanth mathew	Dr Stephen T A Dr Anil R Dr (Mrs) Veena Appukuttan Mrs Maya J Pillai Dr (Mrs) Rekha K R
10.	WELFARE COMMITTEE	Dr (Mrs) Rekha K R	Dr Stephen T A Dr Anil R Mrs Maya J Pillai

PKM COLLEGE OF EDUCATION, MADAMPAM, KANNUR, KERALA
SAR - 2015

			Miss Jessy N C Dr Prasanth Mathew Mr Joshy Mrs Salgamma Mr Sameer M (Std Rep)
11.	EXAMINATION COMMITTEE	Miss Jessy N C	Dr Stephen T A Dr Anil R Mrs Maya J Pillai Mrs Honey Babu Dr (Mrs) Rekha K R Mrs Mary Joseph Mrs Sheeba P
12.	GRIEVANCE REDRESSAL CELL	Dr (Mrs) Veena Appukuttan	Dr Stephen T A Dr Anil R Miss Jessy N C Dr Prasanth Mathew Dr (Mrs) Rekha K R Mr George Joseph Mrs Sheeba Simon Ms Praseetha T (Std Rep)

IQAC: Ensuring Quality of Academic Programmes

To ensure the academic quality, the management of the college is very particular in appointing qualified and committed teachers. The management encourages the faculty to participate in quality improvement programmes such as seminars, conferences, orientation programmes, refresher courses and international visits. National and State level seminars/conferences/workshops were conducted in the college. The college provides coaching classes for students preparing for NET, SET, and other competitive examinations.

The quality of an institution can easily be determined by the quality of its teachers. Three of our faculty members are research guides in various universities. Seven of our faculty holds doctoral degree. Our faculty members are involved in research activities and have several journal publications to their credit. Our faculty members have also written few books in their respective fields. The college conducts various quality improvement programmes for the staff such as seminars, workshops, conferences and training programmes on topics of relevance. The faculty is encouraged in using latest instructional technology. Regular up

gradation of library and various method laboratories is undertaken to keep up with the changing needs of the times. Remedial programmes with pre-tests and post- tests training in computer skills and communicative english are organized to ensure global competencies. Mentoring, tutorials, continuous and comprehensive evaluation strategies are practiced to ensure all round progress of each student. Demonstration classes by DRG's and SRG's are insisted to familiarize students with details of school practice, and development of professional skills. The university examination results of the institution directly reflect the quality of its academic programmes. Positive suggestions and feedback from Board of Practical Examinations and Viva boards also reflect the quality of our academic programmes. Employability of students also is a clear indicator of the quality of the academic programmes.

Improvement in Infrastructure and Learning Resources

A good library forms the heart of any educational institution. The college has over the year developed an efficient library which caters to the academic and research needs of the faculty and students. A library committee functions in the college which considers and suggests timely improvements necessary in the library. The infrastructure and learning resources in the library are upgraded and free internet services are available in the library. Internet connection is available in the language lab, network resource center and the staff rooms. The improvement in the library facilities and good practices in library services are:

- Ten computers in the library
- Availability of Xerox Copier in the library
- Separate reading section and maintenance of gate register
- Unlimited free internet services to staff and students
- Open Access system for easy search
- Conduct of user orientation programme to students at the beginning of the course
- Best Library User Award
- N-list Connectivity
- Library automation (Meshilologic/Book magic)

The library has an updation of 6315 books, 22 print journal, 21 magazines, 23 encyclopedias, 150 CD ROMs, online resources form INFLIBNET, etc, which cater to the academic and research activities of students and staff.

IQAC: Ensuring Quality of Administrative and Financial Management

The college has a well-furnished office and effective administrative machinery. Administration of the institution is organized and based on the principles of decentralization and delegation of power and self-responsibility. Various committees are organised for this purpose. Admission to the merit seats are conducted according to the rules of the government through a Centralized Allotment Process (CAP) Admission procedure is transparent based on clearly laid down parameters. Appointments of the staff are done strictly adhering to the government norms.

Computerization of administration procedures is underway. Administrative staff is given training in computer skills. The institution has computerized the admission process, the accounting system and official correspondences. Procedures like preparation of salary bill, the collection of student fee, the disbursement of salary, issue of certificates etc are done using computers. Salary bills are now submitted through SPARK. Non-teaching staff attended quality enhancement programmes.

Reflections of various stakeholders, especially parents, teachers and students are used by the IQAC to identify the best practices of the institution. Information regarding the best practices is then shared with the constituent units by means of interaction through various bodies like the Staff Council, Students' Council and Governing Body and invites their suggestions for improvement.

7.2 INCLUSIVE PRACTICES

The institution sensitizes its teachers to the issues of 'inclusion' by encouraging them to participate and present papers in seminars, workshops and conferences related to inclusion and student diversity at National, state and International levels. Three of the faculty members participated and presented papers in the "National Seminar on Autism spectrum Disorders: challenges and Perspectives" conducted by Govt. Brennan College of Teacher Education

Thalassery on 30th January 2015. Our faculty members also act as resource persons in seminars and conferences on positive schooling and inclusive education

Inclusive education is part of B.Ed curriculum and seminars are conducted on inclusive education in the optional classes in their respective subjects. The women's cell of the college organizes issues of gender differences. The college has a common room for ladies with rest room which will provide extra facility for girl students. Film shows on teaching diverse students, and students with learning disabilities are shown to our students.

The student community consists of a rich mixture of social, religious, cultural and economic backgrounds. Different club activities, co curricular as well as daily activities help them to have social interaction. The college organizes community living camp, college tour and field trips. These are situations for them to know cultures of others as well as to develop mutual understanding. The college is giving admission to the physically challenged and blind students. They are given additional support whenever needed. Special classes are given to those physically challenged students to keep them in the normal stream.

Constructivist teaching techniques and strategies based on multiple intelligence are used in the college to promote inclusive values and train them in co-operative and collaborative work. Positive learning environment is created using various activities like thought for the day, general assembly, class wise cultural activities, debates, group discussions, projects seminars, community visit, SUPW, sports, games, arts activities field trips and tours etc maximize interaction among students. Guidance and counseling and Tutorial cell is effectively functioning in the college. This will ensure smooth interaction among students and in the society. Various clubs are effectively functioning. Practice teaching in schools also provides direct experience regarding inclusive approaches to teaching in schools. The institution constantly takes care to see that every learner is comfortable in the PKM Family. A family atmosphere is maintained in the institution.

Dealing with Children from Diverse Background

The college equips its students with the necessary experience in dealing with children from diverse backgrounds by giving them firsthand experience of classroom teaching. During demonstration classes and criticism classes, students of the model school are brought to our

school, and since these students belong to diverse backgrounds, our teachers orient our students to effectively deal with these students. This provides an initial experience for our students regarding the diversity that can exist among the student community even before they go for teaching practice.

Women Cell Activities

The college has a women's cell which organizes debates, discussions and seminars and awareness programmes on gender issues and other relevant topics. The women cell and the SUPW also provide awareness and training programmes on cooking, painting, interior decoration, etc. which add to skill acquisition of our student. The college has a grievance redressal cell, a cell for guidance and counseling, and student and staff welfare committees which discuss and tackle issues and problems related to those areas.

7.3 STAKEHOLDER RELATIONSHIP

The College maintains an effective coordination between all the stakeholders of the institution. All the stakeholders are kept abreast with the information related to academic and administrative performance. The periodic meetings of PTA, Alumni Association, the IQAC student union, etc. help to establish a forum for effective communication and discussion of the college activities.

The college website is active and it helps to link the various stakeholders to the latest information of the college. Our website has a student corner, faculty corner, alumni section etc, which enables to keep our stakeholders live and active in their communication and involvement with the college.

The faculty members and administrative staff meet frequently and discuss on various issues of the college. The staff association, staff council and the welfare committees enable effective communication and coordinated effort and harmonious relationship among the members.

The feedback from various stakeholders, students, faculty, administrative staff, alumni, parents etc are discussed at the concerned committee levels to bring about desired changes and effective relationship for the progress of the institution.

ADDITIONAL INFORMATION:(

Emphasis on Core Values of NAAC

National Development: The College contributes to national development, by adding to the nation's repertoire smart young teachers who are well equipped to meet the changing needs of the times. The college ensures the all-round development of its students by providing them information and training in the latest developments in the field of education. The students get knowledge and first-hand experience of teaching in their areas of specialisation. Seminars held in the college give adequate exposure to the students to the needs of the times. Classes on Constitutional Values, literacy surveys, assemblies conducted by students, conduct of various scholastic and co-scholastic programmes, observance of national and international days of importance, etc. add to the varied experience that the teacher trainees receive from this college.

Global Competency: The teacher education programme closely adheres to the syllabus of our university which primarily aims at preparing competent teachers who are capable of taking up the teaching profession in any part of the world. The entire programme has a sound value based edifice and is technologically updated. The students are provided training in communication skills in English and use of online and other IT based techniques to enrich their teaching profession. The soft skills development programmes are also given in the college.

Value System: The college is founded on the sound bases of human values. The entire education programme aims at the practice and propagation of these fundamental values. The environment in the college is conducive to the practice of the values. Value education classes are conducted every week for the students by distinguished personalities of the society. A Family Life Guidance programme, for students, is held as part of the community living camp. Besides, there are annual retreats for the teaching and supporting staff of the college. Seminars, conferences and endowment lectures based on values are conducted in the college. The observation of human rights day, environment day, teachers day, independence day, republic day, etc and celebration of Onam, Christmas, Ramsan etc give right value orientation to all the students. The students themselves conduct value education classes during their

internship. The extension programmes such as visit to poor homes, miss a meal programmes, visit to orphanages, etc help to inculcate values and to be one with the real world outside.

Use of Technology: The teacher education programme provided in the college is IT based. Both, members of the faculty and the students avail of the technological facilities in the college for conducting classes, seminars, project presentations and other co –scholastic activities. The free internet services help the faculty as well as the students in their research projects. The members of the faculty are also experimenting in the use of social networks like Facebook and blogs in the teaching –learning process.

Quest for Excellence: The College is open to the changes suggested by its stakeholders time to time, provided, it is value based and has a potential for enhancing the global competence of its students. The college strives to keep itself abreast with the latest developments in the field of teacher education. We are in the path of development and excellence and we have to travel a lot to reach perfection.

MAPPING ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/Seminars																																	
Sessional Work- Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration/Obs ervation of lessons/micro teaching/simulation s																																	
Practice Teaching/Internship																																	
Co- curricular activities																																	
Working with community/project work																																	
End – Term Examination																																	

Note: 1. A week is of six working days and a day is of six clock hours.

2. As per the rules and regulations of Kannur University B.Ed programme follows a semester system with examination held annually