



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
KARMELA RANI TRAINING COLLEGE
C-43658**

**Kollam
Kerala
691013**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	KARMELA RANI TRAINING COLLEGE Kollam Kerala 691013	
2.Year of Establishment	1960	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	7	
Programmes/Course offered:	1	
Permanent Faculty Members:	7	
Permanent Support Staff:	12	
Students:	100	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A Government aided college having sufficient infrastructure for the current strength. 2. Well qualified Faculty and very disciplined and hard working students 3. The execution of the teaching -learning process is highly satisfactory.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-07-2024 To : 12-07-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUNINDER TUNG	FormerProfessor,Guru Nanak Dev University
Member Co-ordinator:	DR. MEGHA MAHADEV UPLANE	FormerProfessor,Savitribai Phule Pune University Pune
Member:	DR. IGNATIUS TOPNO	Principal,ST XAVIERS COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Pratibha Singh	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Planning
1.1.1 QIM	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas
1.3.2 QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.
1.3.3 QIM	Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme
1.4	Feedback System

Qualitative analysis of Criterion 1

The Karmela Rani Training College, Kollam, which was founded in 1960, is affiliated to the University of Kerala, Trivandrum and is recognized by the National Council for Teacher Education (NCTE) for its teacher training program.

The curriculum of the B.Ed. program, schedule of admissions teaching days, examinations and holidays etc. is designed by the affiliating university. The students are made aware of the curriculum delivery process at the beginning of the academic session in the student induction programme. The college adheres to the schedule and plans to complete the curriculum as decided by the university. Activity charts for all the four semesters are properly prepared at the beginning of each batch. A consolidated annual calendar is also developed comprising of the entire schedule for the year. The execution of the curricular plan is done through the committee. For effective curriculum delivery, classroom teaching is also supplemented with seminars, projects, group discussions and study tours. The global trends in different subjects and a comparative analysis of these trends are included in the curriculum and the students get an overview of these in their classroom interactions as well as in the training period. A 20 weeks internship period is a part of the curriculum which is carried in two phases of 12 and 8 weeks in the third and the fourth semesters respectively. This period provides the students an opportunity to have a wider perspective of the roles which they are to perform and knowledge of the different school systems. Field visits, group discussions are organized frequently to augment the learning experiences. Micro teaching and simulation teaching is included in the curriculum and students are encouraged to participate in teaching activities, which is an essential component of training in education curriculum.

The teachers make efforts to motivate, inspire and sensitize the students about issues related to environment which is a part of the curriculum designed by the affiliating university. The teachers make efforts to provide for a holistic delivery of the curriculum. The involvement of the students in the community living camp, education tours, field visits, monument visits, observance of sports and arts days and programmes helps the students to develop social values, skills and positive attitudes towards people as they work in collaborative

groups.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..
2.3	Teaching- Learning Process
2.3.1 QIM	Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..
2.4	Competency and Skill Development
2.4.8 QIM	Internship programme is systematically planned with necessary preparedness..
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme.
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through <ul style="list-style-type: none"> • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
2.7.3 QIM	The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements
2.7.5 QIM	Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2

A five-day orientation program for students is organized every year before the start of the session in order to share the academic and professional aspects of the program. Experts from the field of Teacher Education are invited to give orientation to the students. The students are not just oriented about the program but also about the infrastructure resources which are available in the college for effective learning.

A structured mechanism for identification of learning levels of newly enrolled students in the beginning of every academic year is developed. It is important to identify the extent of students learning, assess their preparation, needs, and experiences; and use of the data to improve student achievements in curricular, co-curricular and scholarly work. Accordingly, remedial classes may be organized for slow learners and special incentives may be given to the advanced learners.

Teachers plan their delivery of the syllabi and the same is well communicated to the students. All the classrooms are well equipped with the ICT facilities. There is a substantial use of technology in their teaching learning process. It is observed that the teachers are making efforts for effective teaching learning process but more efforts are needed for their professional development.

Discussions, seminar presentations, assignments, debates, reflective journalizing, collaborative learning, peer-tutoring, projects, action research, co-curricular activities, socially useful productive works and the use of educational blog are some ways which help in creating educational skills in the students. Under the guidance of their academic mentors student teachers practice different innovative models and approaches in their School Internship program. There is a proper mechanism for planning and monitoring the internship programmes.

Teaching skills of student teachers are evaluated through pre-determined instructions and rating scales.

The marks obtained in the examinations are analyzed to identify students who are underperformers and accordingly teachers provide remedial inputs largely in an informal manner. Extension lectures of resource persons from their sister institutions are organized, however, a few lectures by eminent persons from different fields should be arranged.

Mentoring system exists in the college however it is more amorphous and needs to be more systematized. Efforts are made for training students in life skills, empathy, developing team spirit and training in soft skills and management skills, however more concerted efforts can make a greater difference.

Continuous internal evaluation of student learning by adhering to the academic calendar is followed as per the affiliating university. Mechanism of grievance redressal related to examinations is also in line with the affiliating university norms. The college makes some efforts in communicating regarding the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to its teachers and students. However, more emphasis should be given to relate PLO's, CLO's and the content of the syllabi.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4 QIM	Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3

Research and innovation eco-system is not very significant. The college should make concerted efforts to encourage and strengthen the ecosystem for Research and Innovation. There is a need to encourage the faculty to engage in active research and apply for research grants from different agencies. The research competence has to be encouraged through capacity building programs on research methodology, publication in quality journals etc. Very few faculty members have published their articles in UGC CARE listed journals. One of the faculty members is recognized as a research supervisor by the affiliating University.

The college celebrates days of National importance regularly. The college also takes various measures to promote cultural, regional, linguistic, communal socio-economic, and other diversity and instil tolerance and harmony among students and staff. These include observing special days like International Non-violence Day, Population Day, Women's Day, Voters Day, and Constitution Day programmes to promote regional languages, and providing gender sensitization counselling to students.

As part of extension activities and community outreach activities efforts are been made by the college students to participate in a few activities like raising funds for contribution towards the flood relief of the state, also raising awareness and distribution of sanitizers during the pandemic . Students participate in bringing awareness regarding in voting rights and women empowerment is done. however spectrum of these outreach activities need to be increased. Social impact analysis also needs to be done.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered
4.2	Library as a Learning Resource
4.2.1 QIM	Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software
4.2.2 QIM	Institution has remote access to library resources which students and teachers use frequently
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Qualitative analysis of Criterion 4

The college is located in an urban area and the campus has approx 5868 sq.mt area with a built up area of 3396.sq.mtrs. There are seven classrooms, equipped with interactive writing boards, LCD projectors and computers. There is a multipurpose hall with a seating capacity of 150 people, which is equipped with sound system, speakers, microphones, and computer with internet access.

There are three seminar halls out of which, two seminar halls (101.79 sq.mt.) area each are furnished with interactive writing boards, LCD projectors and computers with internet access and the third seminar hall is furnished with computer with internet access. Audio visual lab having an area of 63.95 sq. mts. is also well equipped..

The Air-conditioned computer lab (63.95 sq. mts.) of the college is equipped with 20 computers which have internet access (100 mbps), web cameras, head sets, and video editing software installed in computers for the use of students.

The College library has a designated space of 145.48 sq.mtrs. area. There are 11056 volumes with 8654 titles. which include reference materials, encyclopaedias, dictionaries, and CDs. The college has the N-list subscription for the different e-resources. College library is automated with Libsoft software. Students can use reprographic services including photo copies and printing. The students have an understanding of the facilities in the library, more efforts should be made to increase the footfall in the library.

Resource centre of the college is equipped with scientific test apparatus, samples, models, specimens etc. The Psychology laboratory of the college is equipped with essential psychological tools and test batteries relevant to the curriculum. The facilities in the resource centre and the psychology laboratories needs to be further augmented.

Sports centre which is approx. 31.89 sq mt and of area has a gym with a few equipment's for the students use. The playground has a badminton court and a volleyball court. The college has javelin, disc, shotput, carrom boards, chess boards, table tennis etc. The playground of a nearby model school is used by the college for training and competition purposes.

The college follows the Bio metric attendance for staff and students. The college office has 6 computers, 5 Printers and a photocopier. The office functioning is not fully automated. A 24x7 CCTV camera (06) surveillance facility exist.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	Student council is active and plays a proactive role in the institutional functioning
5.4	Alumni Engagement
5.4.1 QIM	Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.
5.4.4 QIM	Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Qualitative analysis of Criterion 5

The college has a 'College Union'(Student Council) and the members are chosen democratically through elections. The roles and responsibilities are fixed according to the affiliating university. The council is very proactively involved in different student activities and student initiatives. The council plans and organizes activities of the Arts Club, Arts Festival, Sports and Games Day, College Day, Community camps, social extension activities, annual educational tours ,induction programs for new students ,organize the traditional Kerala festivals etc. The council is even involved in publishing the college magazine. However, proper documentation of the student council activities is to be maintained.

There are a few student support facilities like save drinking water facilities, separate common rooms for boys and girls, vehicle parking and first aid kits. However, canteen facilities are not available.

The college is well equipped with separate toilets for men and women. However, women's washrooms should be arranged for remaining required facilities. Its has purified drinking water facilities. Over all, regular checks and maintenance is carried out.

The college has an 'Alumni' association which is known as Former Students Association came into being in the year 1975. The Former Students Association contributes in terms of sharing information on existing vacancies and opportunities , provides financial support and even gives feedback regarding the curriculum. Though the association is not registered yet it is proactive towards college activities. The meeting of the association is not held regularly ,but efforts are made to have a meeting at least once a year . However , these activities are amorphous in nature.

The association organizes and financially supports the organization of Inter School Literary and Cultural Competitions and Former Students Day celebrations. These activities are held twice a year.

Many students have progressed to clear their master's programme after passing out from this institution and have cleared their competitive examinations.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
6.1.2 QIM	Institution practices decentralization and participative management
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	Effective implementation of welfare measures for teaching and non-teaching staff is in place
6.3.5 QIM	The institution has a performance appraisal system for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism
6.5.5 QIM	Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Qualitative analysis of Criterion 6

The Governance of the institution is in tune with the vision, mission goals and objectives of the college. Effective governance and leadership are reflected in institutional practices like somewhat reflected decentralization and participative management. Governance and Administration makes effort to give due weightage to all the stakeholders and function in a democratic way. All the academic and administrative committees are constituted as per their functions. Management board is the highest authority in the college administrative and governance system. The Management Board conducts regular meetings. Internal Quality Assurance Cell (IQAC) exists and they tried their best to undertake the different activities under their perview. They hold regular meetings however the formulation of IQAC is to be more structured and functions should be more well defined. In addition to IQAC other committees like Alumni Association (Not registered) grievance redressal committee exists but the Internal Complaint Committee against Sexual Harassment

Committee, anti-ragging committee does not exist.

The college has a Strategic Plan to provide a clear direction and framework for Teaching - Learning and Constructive Engagement purpose. The college takes good efforts to achieve the organisational goals. The college has adopted various welfare schemes for rewarding the faculty and staff for their contribution to the organization like appreciation awards for the Ph. D. degree, attending conferences, financial support to class four employees even though they are not regular. There is a transparent appraisal system and promotion criteria defined for their career progression. Faculty members attend FDPs, and refresher courses. The college has implemented E-governance is in admission process.

The institute conducts internal and external financial audit every year by the competent authority. All the efforts have resulted in continuous quality improvement and is reflected through the University Ranks received by the students.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC format given on its website)
7.3	Institutional Distinctiveness
7.3.1 QIM	Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Qualitative analysis of Criterion 7

The Karmela Rani Training college, Kollam has a clear policy for conservation in the campus and practices saving and preventing the misuse or wastage of water and electricity. The college is committed to constant improvement in its awareness as part of a wider community to sustainability and social responsibility.

The college has a comprehensive waste management system in place that addresses the disposal of various types of waste, including food-waste, paper-waste, water-waste, plastic- waste and e-waste. The college

manages two vermi- compost units. For plastic-waste management it has signed agreement with HARITHA MISSION of state of Kerala to collect plastic waste (if any) from the campus. There is a facility to collect water during rain, however, proper rain water harvesting system does not exist. The college is located in an area where green cover is easily maintainable. The college makes an effort to plants more varieties of trees and other plantation which are continuously maintained. The college follows the policy of no cutting trees in the campus. The college conducts sensitization programs for teachers and students on 'Energy Policy' adopted by the college. It is suggested that the college could go for 'green audit'.

The college claims two best practices i.e. the morning assembly in which the individual students everyday share in front of the college students the thought of the day . This practice helps in developing confident , communication, public speaking skills which is very essential components in the teacher training. Morning assembly is the best forum .

The second best practice in place is the community outreach and extension programme. This programme gives opportunity to the students to participate in the local community upliftment. Through their social outreach activities they are able to help, address different issues faced by the local community. They have adopted a public library where they donate newspapers, magazines and books. As part of the community outreach programme, they even have been able to render their services to old people by visiting old age homes. They have even participated in cleaning the beaches in this coastal town Kollam and creating awareness of cleanliness amongst the fishermen community.

This college is a leading college and one of the most preferred colleges for seeking admission in teacher Education in this town and this college has been achieving academic excellence through the excellent results which are achieved by the students of this college. The transaction of their curriculum is what makes it very distinct and the students have benefitted from the practices followed in the college which is resulted in their professional growth. Many students have benefited from the practices followed in the college which have resulted in their tremendous professional growth. In the past years(not the preceding five years) , Five alumni have received 'Best Teacher Award from the President of India' and significant number of students have qualified their NET, SET and KTET Examinations in the assessment period.

Section III:OVERALL ANALYSISbased on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

- A renowned Aided Teacher Education College in the region under the Catholic management.
- Many alumni are placed in the government service as teachers and administrators.
- Strategic location of the institute.
- Students are admitted in the college on a merit basis.
- Institution caters to the educational upliftment of the students from the fishermen community .
- Close proximity of training schools for the practice teaching.
- Well qualified and experienced senior faculty with 9 out of 10 holding Ph.D.
- All classrooms are ICT enabled.
- The College is proactive towards the faculty to attend the seminars, workshops and refresher courses .

Weaknesses:

- Absence of Research ecosystem and limited research activities.
- An aided college, apart from the provision of salary by State Government, there is limited funding.
- Incomplete decentralization in administration.
- Non-existence of some important committees on sexual harassment cell, women development cell, etc.
- Lack of Masters, Certificate programs and other add on courses.
- Delay in applying for the accreditation process. The college was established in 1960 ,and after 64 yrs ,1st cycle is happening.

Opportunities:

- The college can explore more avenues to create necessary Add- On Courses in educational practice.
- Explore the research potential of the faculty and to intensify the research climate.
- Establish E-Content development lab in the college.
- ITEP could be one of the initiatives of the college to make multidisciplinary campus
- Initiating guidance activities and career counseling for teacher students with a separate Guidance cell in the institute.

Challenges:

- To convert the stand-alone institution into a multidisciplinary campus.
- To convert the current two-year Teacher Education Programme into ITEP or to run the Integrated Teacher Education Programme.
- To maintain high quality in the competitive academic environment to meet the expectations of the students.
- Non- Sanction of posts of Teaching and non-teaching under grant-in-aid is a concern for the college.
- financial Constraints for infrastructural developments in the institution.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • College can be proactive in capacity building of faculty and students and prepare for in implementing NEP-2020
- • Outcome based education activities are to be intensified through mapping of CLOs and PLOs.
- • Action plan with funding allocation in the deployment of institute's 5 year's strategic plan.
- • Initiating for a registered Alumni Association and ensure its role in the institutional development.
- • Establishing networking among teacher education colleges by Inter Institutional linkage to encourage student exchange and faculty exchange.
- • Having MOUs with reputed opportunities GOI agencies/Institutes of Teacher Education for advanced training & placement opportunities.
- • More focus needed to be given on IKS and value added courses.
- • Research culture must be initiated by creating a suitable research eco-system and Faculty should focus on getting research funding through different agencies.
- • Efforts should be made to increase the footfall of students in the library .
- • Rest rooms of girl students should have appropriate facilities.
- • Effective decentralization should be achieved.
- • The college should plan to start M.Ed course and also other Value added and Certificate courses.
- • Canteen and transport facilities for students should be created
- • Automation of the office should be completed

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SUNINDER TUNG	Chairperson	
2	DR. MEGHA MAHADEV UPLANE	Member Co-ordinator	
3	DR. IGNATIUS TOPNO	Member	
4	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Date