



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	St Joseph College of Teacher Education for Women
• Name of the Head of the institution	Dr Alice Joseph
• Designation	Principal in Charge
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04842351695
• Mobile No:	9495793298
• Registered e-mail ID (Principal)	alicejaise@yahoo.in
• Alternate Email ID	dralicejoseph@stjosephcte.in
• Address	Carmelite Provincial House, Kovilvattom Road
• City/Town	Ernakulam
• State/UT	Kerala
• Pin Code	682035
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	<b>Urban</b>				
• Financial Status	<b>UGC 2f and 12(B)</b>				
• Name of the Affiliating University	<b>Mahathma Gandhi University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr Josephine Joseph</b>				
• Phone No.	<b>8590319868</b>				
• Alternate phone No.(IQAC)	<b>04842351695</b>				
• Mobile (IQAC)					
• IQAC e-mail address	<b>sjcteiqac@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>stjosephtrainingcollege@hotmail.com</b>				
<b>3.Website address</b>	<a href="http://stjosephcte.in">stjosephcte.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.stjosephcte.in/iqac/aqar-reports/aqar-2019-2020/">https://www.stjosephcte.in/iqac/aqar-reports/aqar-2019-2020/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.stjosephcte.in/academics/academic-calendar-and-hand-book/academic-calender-2020-2021/">https://www.stjosephcte.in/academics/academic-calendar-and-hand-book/academic-calender-2020-2021/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B++</b>	<b>81.00</b>	<b>2003</b>	<b>16/09/2003</b>	<b>15/09/2008</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.81</b>	<b>2011</b>	<b>16/09/2011</b>	<b>15/09/2016</b>
<b>6.Date of Establishment of IQAC</b>			<b>01/11/2003</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
00	nil	nil	Nil	00
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>6</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>1. Organised Staff development programmes like Webinar on Effective Administration for Non-Teaching staff on 24th June 2021, Online International Multidisciplinary Academic Conference in collaboration with CEAM, KSHEC CTEF, entitled "Redefining Education with a Futuristic Perspective in Covid Era" on 5th August 2020, Chavara Kuriakose Lecture Series on Education : St Chavara the untold Stories in association with St Joseph Training College , Mannanam on 23rd September 2020 and Staff development programme on CAS Promotion of College Faculty on 29th March 2021. 2. Collected feedback from the Schools on the performance of our students employed in their school and the satisfaction they have for the same. 3. Online Courses for Leadership Skills, Interpersonal Skills and Personality development in association with Harvest Online LLP Mumbai, an online interactive E-learning platform for the Academic year 2020-2021 from 21/12/2020 to 28/3/2021 and online course on Capacity Building on</p>				

Climate Education and Curriculum in association with Bring Back Green from 15th to 25th March development was organised for the first year B Ed. students. 4. Organised online Extension Activity like a series of webinars on 'Healthy Use of Mobile phones , Role of Parents' under JAGARAN for the school students and their parents of Edapally VHS, St Joseph School Koonamavu, Rani Matha Public School, Govt. UPS Vilangu, Govt. HS Thiruvankulam and Infant Jesus School North Paravoor on 14th November, 22nd November , 29th November and 30th December of 2020. The programme was successful in conscientising around 500 students and their parents of the 8 schools. 5.Held IQAC Meetings six times in the academic year and planned and evaluated the programmes. Prepared a detailed academic calendar and monitored the execution of the programmes.

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

Plan of Action	Achievements/Outcomes
<p>1. To cope with the pandemic situation teaching learning to move from the online to offline mode , training to be provided to the faculty and students</p>	<p>Faculty shared the expertise they had in online modes , participated in workshops on online modes of teaching , learning and assessments and got trained. Online Classes for the academic year was conducted on a regular basis via google meet and Zoom platforms, video lessons were prepared, google classrooms were used to post notes , videos and assignments. Students were trained in the use of online modes. Organized online training programmes for the student teachers to equip them with e-learning tools. On July 14th an online Webinar on Multi Skill Development hosted by the placement Cell for the students and Alumnae of the college was organized. Mr Ajith Kumar, Asst. Professor , IGNOU was the resource person . On 20th Oct an online webinar was Coordinated by Miss Smitha Jose on Compatible Communication and Effective Skill Development programme, . Ms. Bincy O G Asst. professor Navajyothi College of Teacher Ed. Thrissur, was the resource person.</p>
<p>2.To help students cope up with the pandemic situation mentally value education classes to be arranged</p>	<p>A talk on 'Emotional control within families', 'Human obsession with social networking and the pain of being violated' was conducted</p>
<p>3. Preparation of Academic Calendar</p>	<p>A detailed Academic Calendar was prepared.</p>
<p>4. Organizing webinars for the staff</p>	<p>A webinar on 'Effective Administration' for the non teaching staff was organized on</p>

	<p>24 June 2020 and Online International Multidisciplinary Academic Conference in collaboration with CEAM, KSHEC CTEF, entitled "Redefining Education with a Futuristic Perspective in Covid Era" for the faculty on 5th August 2020 was organised. Staff development programme on 'CAS Promotion of College Faculty' on 29th March 2021.</p>
<p>5. Implementation of the extension programmes HOPE and JAGARAN</p>	<p>Four of our students from the Social Science, Mathematics, Physical Science and Natural Science readily agreed to work in contract basis in Children's Home, Kakanad and rendered their service from November 2020 to March 2021 as part of the 'HOPE' extension activity. A series of webinar on 'Healthy Use of Mobile phones , Role of Parents' for the children and parents of eight schools in Ernakulam was conducted on on 14th, 22nd, 29th November 2020 and 13th December 2020.</p>
<p>6. To have value added courses for B.Ed students</p>	<p>Seven Value added courses were conducted this year</p>
<p>7. Website to be updated</p>	<p>Mrs. Marin Jose was appointed for the same and the work is in progress</p>
<p>8. Preparation and completion of 5 Years AQAR and its submission</p>	<p>The AQAR of the years 2015-2016.2016-2017, 2017-2018,2018-2019 and 2019-2020 was completed and was presented for review .</p>
<p><b>13.Whether the AQAR was placed before statutory body?</b></p>	<p>Yes</p>
<ul style="list-style-type: none"> <li>• Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
Staff Council	07/03/2022

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2020-2021	26/02/2022

**15. Multidisciplinary / interdisciplinary**

The Management of the St Joseph College of Teacher education for Women and the staff are looking at the possibilities of transforming the institution from being just a Teacher Education institution to one that offers integrated B.Ed programmes in tune with NEP 2020.

**16. Academic bank of credits (ABC):**

St Joseph College of Teacher Education is affiliated to Mahatma Gandhi University, Kottayam. Once the University gets registered in ABC the institution will comply to the decision of the University of providing the student teachers and teacher educators the opportunity to avail the advantages of ABC.

**17. Skill development:**

St Joseph College of teacher Education plans a number of skill development programmes catering to the Student teachers needs and respecting their individual differences. In the year 2020-2021 the institution organised online training programmes for the students to develop and enhance ICT skills, internship programmes were planned and conducted online, Student teachers were trained in organising online programmes as the celebrations and commemoration of important days were carried out online. Online teaching, learning, assessment skills were enhanced. Online workshops were conducted to train students in preparation of teaching aids, ICT integrated lesson plans, value integrated lesson plans, the research skills were developed as student teachers were given opportunities to carry out projects, surveys, case studies, review of journals via online mode. The student teachers were also trained in writing articles, publishing the same in the blog. Their social skills were developed by participation in citizenship training camp and participating in extension services.

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

The student teachers were exposed to Indian philosophies, they organised and conducted programmes reflecting the Indian culture. Student teachers who had difficulty in learning lessons in English were tutored in the mother tongue. Onam and the Kerala Piravi day was celebrated when students had an opportunity to show case their knowledge on the culture of Kerala. The student teachers also have taken a class on cultural heritage of India for the school students during internship. They also get an opportunity to evaluate the various art forms of India by which they get acquainted with the characteristics of the art forms. They are also taught on the need of having culturally inclusive classrooms and the means to build the same.

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

The PLOs and CLOs aim at outcome based education. Student teachers are conscientised about the PLOs and CLOs at the start of the programme as well as at the beginning of each semester. Students are graded on the basis of their product outcomes. Value added courses are designed to ensure that the stated PLOs and COs are met.

#### 20. Distance education/online education:

Students were encouraged to enrol in online certificate courses. The possibilities of introducing online and distance education along with the regular B.Ed programme was discussed in the staff meetings and IQAC meetings.

### Extended Profile

#### 1. Student

2.1	215
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	20
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.4	<b>104</b>	
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5	<b>104</b>	
Number of graduating students during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6	<b>112</b>	
Number of students enrolled during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1	<b>85.78</b>	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	<b>55</b>	
Total number of computers on campus for academic purposes		
<b>3.Teacher</b>		
5.1	<b>16</b>	
Number of full-time teachers during the year:		

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2	19
Number of sanctioned posts for the year:	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Before the start of the academic year the IQAC of the college holds a meeting during which an evaluation of the previous year's events are carried out in the light of the feedback received from the students and the stakeholders. The College council is called for in the beginning of the year and before the start of each new semester to discuss on the various programmes to be taken up, the workload of the teachers and the timetable. The Curriculum Transaction Planning Committee meets together to chalk out the the curricular activities to be included in the year . To adapt the curriculum to the local context -theory classes and extension activities are planned in liu with the community needs. Community resources are availed for the same . The opinion collected from the local bodies, practice teaching schools and stake holders. Informal interactions with the school teachers before the commencement of Induction and Internship programmes help to identify the gaps in existing practice and measures are taken to rectify the same. Regular college council, PTA Meetings and IQAC Meetings as and when the need arises ensures that the planned activities are executed well.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**B. Any 5 of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and**

**A. All of the Above**

**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.stjosephcte.in/academics/bed-programme/">https://www.stjosephcte.in/academics/bed-programme/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**

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

8

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

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

7

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

195

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

195

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

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

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

129

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

129

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

Though 2020-2021 was a pandemic year the curriculum was meticulously

planned and discharged to give the student teachers maximum experiential learning via online mode. The Student teachers were equipped for the same via training in skills for using online available tools. Opportunities were made available for online mode of peer tutoring , webinars, workshops on preparation of teaching aids, self assessment tools, projects ,surveys , online interview with experts, conduct of online quizzes, club activities commemoration of important days, value education classes, participation in the International web conference and present papers in the same. Students were given opportunity for having Micro Teaching Sessions, link Practices, demonstration classes, organizing Talents day, community living non residential camp, Arts and Sports event. The students were trained in Yoga, Theatre arts, in reflective practices, creating and publishing articles in Blog, Reviewing Journal, preparing portfolio, conducting action research, child study, survey based on a social issue and Communicative English. The school internship was in the online mode and they had opportunity for preparation of video lessons, online teaching, engaging in school activities. They were given add on course and value added course and were also encouraged to enrol in self study courses.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The Student teachers get acquainted with the diversities in the school systems of India right from the Vedic period to the contemporary, the structure of education system and the various education policies in their main Course Contemporary India and Education. Copies of Report of various policies and commissions are available in the library for the further references of students. The

Elective Course -Elementary Education, familiarizes students with the Elementary Education in India. In the Second Semester they learn about the Administrative frame work of schools in Kerala which will help to familiarize with the various board of school education. In addition School Induction Programmes and Internship in State, CBSE and ICSE Schools helps them understand the various streams. The students are also assigned to observe the administration and organization of schools and to collect data from various schools. They are provided opportunities to interact and listen to educationist from other states and countries by participating in International conferences. Students are also encouraged to refer texts of different streams while preparing lesson plans for their Induction and Internship Programme.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Student teachers are engaged in a myriad of activities to prepare them to be competent in the field. They were given opportunity to organize programmes in the online mode and were trained in the use of ICT tools for making online teaching effective. Workshops, seminars and conferences were also organised. They were trained in simulated conditions like micro teaching, link practice, criticism and were exposed to various learning strategies like brainstorming, group discussion, concept mapping, peer evaluation, reflective journaling. Hands on experience on preparation of teaching aids, self assessment tool, diagnostic test, achievement test, psychological tools like questionnaire, preparation and use of ink blot test, sociometry, sociogram, was given. They administered the same in their Induction and Internship programme. Due to the pandemic situation the student teachers had their internship in a virtual platform and were able to use their ICT skills in delivering lessons via google meet and in presenting video recorded lessons



prepared by themselves to the school students. Google Meet classes were also arranged among the peers in addition during the internship for the students who were denied access to school students to practice teaching via online. Placement services were also provided.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

112

**2.1.1.1 - Number of students enrolled during the year**

112

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

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

22

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

22

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

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

10

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2 - Honoring Student Diversity**

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

It is our policy to conduct an entry level test and teaching aptitude test at the very start of the academic year of the New batch of B.Ed Students every year. 2020-201 being a pandemic year the classes for the fresh batch began in the online mode in December 2020 and the entry level test was given online by each optional teacher educator within a month of the commencement of the course. Some of the optional teachers prepared Google forms for the same while others conducted it by giving the test via Google meet. The answer sheets were scored and analysed . This helped to assess the subject competency of the students in the optional subject. To make good the identified gaps, the student teachers were made to learn the basics of their subject from the text books of VII, IX and X standard by taking up seminars, participating in peer tutoring and group discussion.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b></p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b></p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.2.4 - Student-Mentor ratio for the academic year

15:1

#### 2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

During the year 2020-21 as classes were in online mode, to motivate the students beyond the scope of theoretical knowledge teachers used multiple teaching learning methods like experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion and online mode. Traditional methods like lecturing, discussion, and demonstration were also used with role play, seminars, projects, peer teaching, reflective teaching, Concept mapping, Co-operative learning and Brain storming as an introductory activity in various optional courses was used in teaching -learning process. Practical and practicum works related to each course were carried out using experiential learning,

participatory learning and problem solving methodologies like:

- Project on socially/educationally relevant issue ,
- Preparation of a material for a lesson on a theme on any one adolescent problem ,
- Creation of blog and uploading of any learning material in the blog,
- Developing of lesson plans for and practising micro teaching lessons, link practices
- Theatre Practice -Participation in workshop/training on Theatre Arts,
- Analysis of prevailing assessment practices in schools,
- Lesson plans developed by the Student teachers for Discussion lesson plan, demonstrations, criticism, Induction and Internship programme
- Case study
- Action Research
- Community citizenship training camp
- Study tour
- Project on any topic of pedagogic relevance

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2020-2021.pdf">https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2020-2021.pdf</a>
Any other relevant information	<a href="#">View File</a>

**2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year****208**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2020-2021.pdf">https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2020-2021.pdf</a>
Any other relevant information	<b>No File Uploaded</b>

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

Continual mentoring is provided by teachers for developing professional attributes in students. Student teachers are given opportunity to organise programme under the support and guidance of teachers to develop skills for team work. No student teacher is discriminated on the basis of caste, creed, community or socio economic status and care is taken to see that all are given equal opportunity. They are also encouraged to practise the same during their induction and internship programme. The code of conduct and rules to be followed while dealing with colleagues and authority are communicated by way of modelling and in words. Those student teachers who have difficulty in coping up with household duties and the work at college are given special counselling and guidance. Stress releasing exercises are also recommended. Yoga classes are given for all. Ample opportunities are provided for developing research skills by way of participating in webinars and international conferences and encouraging them to present papers, conduct of projects, case study and action research. .

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded



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

Even though the academic activities were carried out in online mode in the year 2020-2021, faculty arranged various activities in the teaching learning process to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Portfolios prepared by the student teachers enhanced their creativity and showcases their innovativeness. 50 Lesson plans, diagnostics test, achievement test, self assessment tool developed by the student teachers and their administration during their practice teaching help to enhance their intellectual and thinking skills as well as creativity and showcases their innovativeness. Case study, Community Living Camp, Club activities, participation and organisation of arts day and sports day and commemoration of important days and participation in extension service helps the students to enhance empathy and life skills.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Eight /Nine of the above

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

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different**

Three of the above

<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p><a href="#">View File</a></p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p><a href="#">View File</a></p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p>Four of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p><a href="#">View File</a></p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p><a href="#">View File</a></p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p><a href="#">View File</a></p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	<p>Four of the above</p>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

For the year 2020-21 Internship programme was in online mode. The college contacted various practice teaching schools to fix the the number of student teachers in particular optional subject. Schools were selected on the basis of permission granted by the authority, sanction given by the District Educational Officer, the distance of the school from the college and student's residence. Faculty of the institution in charge of contacting Principal and subject teachers of the schools orientated them regarding the conduct of online internship. The student teachers contacted the respective subject teachers in the schools and collected their portions. Under the guidance of the teacher educator, the topic allotted was broken to learning units and lesson plans were prepared. Students were oriented regarding the details of the internship programme and the rules they had to follow. The Assessment of student teachers during internship programme was collectively done by the college and the school. During internship students engaged in teaching learning activities, curricular and co-curricular activities of the school, formation of respective clubs, conducting of examination, all via online mode.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**2.4.9.1 - Number of final year students during the academic year**

97

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The process of practice teaching is in tune with the guidelines of the N.C.T.E. and Mahatma Gandhi University, Kottayam. Each pupil teacher has to give a total of 52 (50 - lessons of respective subject and 2 LAC) lessons in the schools itself. The student-teachers are allowed to deliver only the duly approved lesson plans and teaching aids . The concerned teacher in the school must supervise all the classes of the student teacher and enter suggestions in the supervision diary. Each student teacher has to do peer class observation (two numbers)The observation of three lessons

(at the beginning, in the middle and towards end of Internship) by the optional teacher is mandatory. Observation schedule used by teacher Educators, come as immediate feedback to the concerned student teachers. Detailed feedback is also provided personally to the student teacher and in the college collectively on subsequent days. Each student teacher must reflect on their activities in the school class and report it on a reflective journal. The Activities done by the students during the internship programme, the practical works undertaken, and all teaching manuals details are recorded on the internship Performa duly signed by the school authority.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

16

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

194.5

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

194.5



File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Teacher educators of the institution attended refresher courses, conferences, workshops, webinars, seminars, self-paced courses to help them update with latest concepts for professional development.. The college initiated a number of seminars and talks in various fields of educational significance for the same.

The teachers also wrote articles/books, produced resource material published research papers, etc., they guided projects at the B.Ed. and M.Ed. level which helped them to update their knowledge as a researcher.

Community and academic peers were invited for formal/informal talks. Input from parents of the student teachers and interaction with neighborhood provided the general feedback about the course and the related curricular/co-curricular activities. A discussion with the student teachers was also done immediately after each programme. The students' ideas and updates are also taken into consideration for modifying any practice, which contributes to the professional updating of the teacher.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

The college follows continuous and comprehensive evaluation system. The procedure adopted for internal assessment is made clear to the student teachers at the very outset of the course. Teachers are

oriented to conduct objective and impartial analysis of student activities.

Student evaluation sheet is used for assessing students' performance during lesson transactions. Internal evaluation of theory courses are done by class tests and the related practicum. Two class tests and one practicum are done by all students for every course. Internal evaluation of practical courses is done by means of suitable criteria. Innovation and expression of creativity are given higher credits. Attendance in the college, timely submission of works, creativity, presentation, and participation in social welfare activities are given weightage in internal scores. There are criteria for evaluating M.Ed. thesis as per the University guidelines. M.Ed. students' classes are evaluated using prescribed evaluation schedules. Recognition, awards, mementos and cash prizes are instituted for outstanding achievers in academics and co-curricular performances.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

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

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

A Grievance Redressal Cell is functioning in the Institution. Students may approach the cell to voice their grievances regarding academic matters including examinations (date and time of model exams, internal exams, exam seating, re- tests, study leave, etc.) Health services, library and other services.

1. Complaint Boxes have been installed in the college campus in which the students, who want to remain anonymous, can put in writing their grievances and their suggestions for improving the academics/administration of the College.

2. The person concerned can personally approach any member of the Cell or can send email or write an application and submit to Cell Convener for grievances of any sort.

4. The cases will be attended promptly on receipt of grievances.

5. The cell will review all cases and will act formally accordingly as per the Institutional guidelines.

6. The cell will give report to the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, test and semester examinations. The review of internal assessment is taken. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process. The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement chart, list of invigilators etc. The record of internal assessment is maintained at college level.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the stated PLOs and CLOs. The curricular and co-curricular activities help the children to develop these competencies. Projects, studies

on children with disabilities, content analysis, and development of instructional materials help to develop Contextual, Conceptual and Curricular and Content Competencies. Competencies in Other Educational Activities is developed through providing them opportunities for planning and organizing arts day, sports day, seminars, webinars, club activities, camp, observance of important days and events, responding to social issues etc. Competencies Related to Teaching is developed through training in preparing Teaching-Learning materials, models charts, work books, programmed learning materials, improvised aids, e-books, online learning materials and use available ICT resources for meaningful learning of content. The student teachers by preparing, selecting and using appropriate evaluation tools- psychological tests, achievement tests, diagnostic tests etc. and analyzing the test results and providing feedback develop Evaluation Competencies. Engagement in activities like action research, surveys, developmental activities of the society undertaken in cooperation with governmental and non-governmental agencies help them to respond proactively to social issues. Organic farming preparation of eco- friendly products and sharing with the neighborhood help them to be advocates of nature.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The student teachers performance in every field is continuously monitored and assessed and feedback for improvement is given. The

fundamental understanding of the field of teacher education is ensured through their performance in theory examination. Apart from the two internals for every course the students contextual, Conceptual and curricular and content competencies are assessed through unit test and class test. Monitoring of the micro teaching sessions, link Practice, Criticism, Induction and Internship helps the students to develop transactional competencies, competencies related to various educational activities. Participation in extension service, community related activities are monitored assessed on the basis well defined established criteria of the university. The performance of the Student teacher along with the reports of their works of the programme also assessed by the external examiner. Organisation and participation in various co-curricular activities is also monitored and constructive feedback is given by the teacher educators. Student teachers who have difficulty in coping up with studies are identified and necessary support is given by way of peer tutoring academic counselling and mentoring.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.7.4 - Performance of outgoing students in internal assessment

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

104

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the

performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Initial performance of the student in the teaching is assessed during the criticism class. Their learning need is identified. A constructive feedback with the suggestions of how to improve is given by the teacher educator as well as the peers. The extent of improvement is then measured during the induction programme and internship programme. Observation Schedule is used while monitoring their performance. The gradation in performance is thus continuously monitored. The entry level test assesses their theoretical knowledge on the concepts in the concerned discipline. The gaps thus identified are then made good by way of theory classes. The scores of internal test and University exam reveal their improved performance in theory. Participation in co curricular activities is observed by the teacher educator and constructive feedback is given for improvement in performanc

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

All of the above

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

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

All of the above



**try-outs Material and procedural supports**

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

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

14

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

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

5

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

### 3.3 - Outreach Activities

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

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

96

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

96

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Our institution has successfully organized a range of impactful programs to sensitize studentteachers towards social issues and encourage active contributions to community development. An awareness campaign against drugs was conducted, where student teachers were educated about the consequences of drug abuse and equipped with strategies to address this issue among school children. On Hiroshima Nagasaki Day, our student teachers observed a solemn remembrance to promote peace, understanding the significance of historical events in shaping global perspectives. To address the growing concern of excessive mobile phone use among children, awareness classes were conducted for parents, empowering student

teachers to collaborate with families in promoting healthy technology habits. Recognizing the plight of the underprivileged, the institution organized grocery kit distribution to those in need, instilling compassion and a sense of responsibility among student teachers to assist the vulnerable in the community. The institution's commitment to education was exemplified through free tuition programs, empowering student teachers to make a positive impact on students' lives, especially those with limited access to quality education. Through these diverse initiatives, our student teachers have developed a deeper understanding of societal challenges and are actively participating in community development efforts.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

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

0

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

0

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

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has adequate facilities to house 2 units of students of each year as required by NCTE and the University. The campus is disabled and student friendly. There is an ICT Lab with 25 computers and internet connectivity which also serves as the language lab. The entire campus has internet connectivity and wifi availability which is free for staff and students. The Seminar halls and method labs have smart boards, computer with internet connectivity, CD and DVD writers, blackboard, flannel board, cupboards, and shelves to display the teaching aids prepared by the students. Psychology lab , Physical Science Lab, Natural Science lab, gym and a green play ground are other attractions. The main library has a spacious reference section, periodical section, a corner for new arrivals, a stack room with a lending section, a postgraduate section, accession section-cum-staff corner, special sections for career guidance and value education, PG and Research section, a digital library section with wi-fi connection, a reprographic section a property counter and a suggestion box. Library is automated with the programme KOHA, D-Space and N-list . It also has a Book Bank facility. In addition to the main library, all optional classes have their own subject library.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.stjosephcte.in/facilities.html">https://www.stjosephcte.in/facilities.html</a>
Any other relevant information	No File Uploaded

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

12.79426

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The College library became fully automated using open source ILMS KOHA in 2019, Version: 19.05.01.000; library link 192.168.1.41; with the support of Focuz Infotech, Ernakulam. This provides a very user friendly interface for searching documents in the library and their issue-status.

Koha is a true enterprise-class ILS, used worldwide, with comprehensive functionality including both basic and advanced options. Koha includes modules for Acquisition, Classification, Cataloguing, Circulation, Serials management, flexible Report Generation and Label printing. All the modules are currently used in the functioning of the library. All the books in the library are barcoded. Library catalogue is digitalized.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.stjosephcte.in/library.html">https://www.stjosephcte.in/library.html</a>
Any other relevant information	<b>No File Uploaded</b>

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

Digital library was developed in 2019, using D space digital library software, which is yet another open source software. D Space serves as a digital library as well as an institutional repository. It preserves and enables easy and open access to all types of digital content of the institution including text, images, audio and video files. D Space can manage a large number of file formats such as PDF, Word, JPEG, MPEG etc. D Space of the institution provides access to resources such as e-journals, e- books, previous question papers and dissertations of M. Ed students, in digital format. Access to the digital repository is currently restricted within the campus.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One of the above



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

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

0.61401

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

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

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

29

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://sites.google.com/view/sjctewlibrary/2020-inout-register">https://sites.google.com/view/sjctewlibrary/2020-inout-register</a>
Any other relevant information	<a href="#">View File</a>

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

The college provides ICT facilities for the students and teachers during working hours. All the classrooms are Smart classrooms with interactive boards. Internet facility and wifi connections are made available in classrooms, library, teaching faculty rooms, seminar halls, auditorium and conference halls. The wifi connections made available in the college in 2017 was modified and widened in 2019. The wifi connection is from BSNL Broadband Internet of plan option

Fibro 3999 up to 10 Mbps with a static IP. The wifi connections are made available in all the floors of the building and have two controlling main systems with battery backups and solar energy support. The ICT lab is equipped with 25 computer systems with internet facility. The ICT lab is used also as a language lab also. The library is automated and KOHA, D-Space and N-list is available for teachers and students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

6

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

One of the above

**(LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	<a href="#">View File</a>

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

10.64075

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maximizing the utility of the material resources available for the good of the society is the guiding principle of our policy in maintaining and utilizing and sharing our physical, academic and support facilities. The maintenance of the building and equipment, the modifications and repairing are done at appropriate timing under the supervision of Bursar of the college. The non-teaching staff is involved in sanitation, light and sound, keeping of tools and equipment, reporting the defects and non-working conditions etc. AN AMC is maintained for ICT Resources like ICT smart, CCTV cameras and

website. The computer facilities is maintained by technically skilled experts called for as and when required .Any equipment/furniture/utility found in need of repair is reported to the Bursar directly by students and teachers. The entire college community works as a team for the maintenance and beautification of the college building and the campus.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.stjosephcte.in/assets/images/Policies%20for%20maintaining%20and%20utilizing%20physical-new.pdf">https://www.stjosephcte.in/assets/images/Policies%20for%20maintaining%20and%20utilizing%20physical-new.pdf</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

Five fo the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above

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

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

Four of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>50</b>	<b>104</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

**16**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**36**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>



**5.3 - Student Participation and Activities**

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

The student community has a Student Union elected by the students who play a lead role in organizing and conduct of various activities for students. They also provide the necessary support for the smooth conduct of the various programme by deploying students into various committees. For better mobilization of student activities there are Four Houses namely- Mahatma, Tagore, Radhakrishna and Nehru House and each house has a leader and 5 clubs namely Anti Narcotics Club, Eco Club, Health Club, Social Service Club and Women's cell. All the students belong to some or the other house and club. The Editorial Board of the college Magazine also has their participation. This year being a pandemic year the general election for the Students Union was not conducted and the union members of the previous year continued in office. They chalked out plans for the various activities like celebration of important, Arts day and Sports day , Community Living Camp, anchored programmes, contributed to the smooth conduct of International webinar and workshops organised by the college and they also actively participated in the publication of college magazine

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

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

The institution has an nonregistered alumni that contributes to the betterment of the institution and support the students. The Alumni has constituted an award - certificate of merit and cash award for each of the optional toppers. They also share their expertise in taking up classes and in modelling by taking up demonstration classes. They also participate in the college extension service . This year 5 of the alumni volunteered to teach in Children's Home Kakanad as part of their institution's extension service HOPE. The alumni also contribute their suggestions for bettering the institution. They share their resources with the student community. The alumni employed in the teaching Practise schools serve as mentors to our students.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

Three/Four of the above

**contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association organises the alumni awards day and they award the B.Ed optional toppers of the academic year with certificate of merit and cash awards. They provide their valuable suggestions for improving the training of the student teachers. This year Smt. Raji V. V. an alumni and a folklore artist took part in the online celebration of Kerala Piravi day and through her sharing she inspired the students. The alumni who are employed in various teaching practice schools serve as mentor teachers for our student teachers and groom them well, during their Induction and Internship programme.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The institution has a good academic tradition of about 64 years catering the needs of the teachers in the society The quality policy of the college was developed in tune with the institutional vision and mission. Management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- ensures the involvement of staff in the Governing body and various committees.
- encourages the staff members to act as resource persons and subject experts for conducting classes and recruiting teachers in various other educational institutions.
- encourages the staff members to freely avail the human and physical resources of the institution for their professional growth and development.

Based on the changes in educational policies of the State Government, U.G.C, NCTE and University and also on the feedback obtained from the stakeholders, the institution policy is evaluated and revised. The evaluation of the college activities is done after every event, during monthly staff meetings, at the end of the course by collecting feed backs from the students and parents. All these help to evaluate the extent of implementation of the vision, mission and goals of the institution.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A decentralized mechanism is carried out successfully in the college. This inclusive and participatory approach promotes an environment of unity and mutual respect which ensure the smooth functioning and growth of the institution. The institution functions in a democratic way. The teaching and non-teaching staff works together in the various committees under the guidance of the management and principal for the efficient administration of the institution. Every faculty is assigned one or more committee and is given the freedom to work responsibly, accountable to the principal and management. The functions of each committee are specified in the 'Policy in Action Guidelines 'of the institution. The management ensures the involvement of staff in the Governing body and various committees and encourages staff members to freely voice their opinions and suggestions regarding the efficient functioning of the institution during staff meetings and meetings with the Management which is given due consideration. The staff members are assigned their duties at the beginning of the year. During staff meetings evaluation regarding the functioning of the various committees is made.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial,

academic, administrative and other functions in not more than 100 - 200 words.

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

#### Academic Transparency

- Institution prepares academic calendar in every year that shows all the activities and distributed to students.
- Admission of students is done online through centralised allotment process (CAP) of Mahatma Gandhi University.
- Time table for each semester is displayed on notice board.
- Academic audit and administrative audit (internal) are done annually.
- Programme outcomes and course outcomes are given in the College website and also communicated to students.

#### Administrative Transparency

A decentralised mechanism is practicing in the college in which various responsibilities are divided among faculty members. The staff council and IQAC meetings are regularly held to take decisions on important matters. Various clubs and committees are function under the guidance of faculty members.

Vacancies of teaching posts are advertised in college website and daily newspapers. Recruitments of posts are done as per the norms of UGC, NCTE, Mahatma Gandhi University and Kerala govt.

#### Financial Transparency

- All accounts of the college are audited by chartered accounts and internal experts in every year.
- All the purchase is made through purchase committee.
- Maximum payments are made through cheques.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

The institutional strategic plan for effective teaching and learning in the pandemic situation was to adopt the online mode of teaching and learning. For this faculty shared the expertise they had in online modes, participated in workshops on online modes of teaching, learning and assessments and got trained. Online Classes for the academic year was conducted on a regular basis via google meet and Zoom platforms, video lessons prepared, google classrooms were used to post notes, videos and assignments. Students were trained for the use of e-learning tools. On 14th July 2020 an online Webinar on Multi Skill Development was hosted by the placement Cell for the students and Alumnae of the college. Mr Ajith Kumar, Asst. Professor, IGNOU was the resource person. On 20th October 2020 an online webinar was coordinated by Miss Smitha Jose on 'Compatible Communication and Effective Skill Development'. Ms. Bincy O G Asst. professor Navajyothi College of Teacher Ed., Thrissur, was the resource person.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.stjosephcte.in/wp-content/uploads/2023/07/Strategic-Plan-Document-2020-2021.pdf">https://www.stjosephcte.in/wp-content/uploads/2023/07/Strategic-Plan-Document-2020-2021.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of the institutional bodies is effective and efficient which is reflected through policy implementation, administrative setup, and appointment and service rules. Effective functioning of the College is governed through different administrative section as specified in policy guidelines of the college.

**Institutional Bodies**

Governing Body

IQAC

Advisory Committee

Parent Teachers Association

Alumnae Association

Finance Cum Purchase Committee

Professional Development Cell

Library Committee

Staff Council

Grievance Redressal Cell

Welfare Unit

Excursion Committee

Examination Committee

Placement Cell

In-house Planning Committee

Anti-ragging and Sexual Harassment Cell

SC/ ST Monitoring Cell

Research and Publication Cell

Extension cum Service Cell

Organogram demonstrating effective and efficient functioning of the institutional bodies is uploaded in the college website.



File Description	Documents
Link to organogram on the institutional website	<a href="https://www.stjosephcte.in/organization_chart.html">https://www.stjosephcte.in/organization_chart.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Sl.No**

**Name of the Committees/Cells/Bodies**

**Decision successfully implemented**

01

**IQAC**

It was decided entrust the placement cell to organise an online workshop for our student teachers and alumnae on ICT skill.

02

**Governing Body**

Decided to follow up the process of getting permission from the Mahatma Gandhi University to have a Research Centre in the institution.

03

**Staff Council**

Decided on forming Committee formation and teachers in charge of 2020-2021

04

**Women Cell**

Decided to celebrate International Youth Day, Women's Day

05

**Placement Cell**

Decided to conduct placement in online and offline mode.

06

**In house Planning Committee**

Decided to modify the academic plan in the light of the feedback received

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3 - Faculty Empowerment Strategies**

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place  
Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

Free Wi-Fi facility and domain e-mail address for all staff.

- All the non-doctoral staff members are encouraged to complete their Ph.D. and Ph.D holders are honoured.
- Faculty members are provided with individual cabin and individual computers to facilitate good environment.
- Health room for staff.
- Equal opportunities for taking the responsibilities of various committees and clubs.
- Transportation facilities are arranged for attending programmes organized by the institution.
- Felicitation by management in the annual staff get together 'Gurusaparya' of the retired staff members and the teachers who competed their Ph.D's. Due to pandemic this year we couldn't fulfil all the above mentioned programmes.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

12

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

An effective performance appraisal management system plays a crucial role in managing the organisation in an efficient manner. The institution strictly follows the UGC Regulations on Minimum qualifications for appointment of teachers and non - teaching staff. The Performance Appraisal System has significantly helped in the evaluation of the performance of staff, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

Teaching Staff -The appraisal forms are filled by all teaching staff every year before completing that academic year. Common form is used for all teaching staff. This is to enable the faculty to reflect on their performance across the two semesters of the academic year. The appraisal report is based on the annual performance of the faculties on the basis of their academic, research and extra- curricular activities of the institution.

Non- teaching Staff - All non-teaching staffs are also assessed through annual performance appraisal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audits on the financial transactions every year to ensure financial compliance. All financial accounts of the college are audited. The Head Accountant maintains the accounts of the funds.

#### Internal audit

Internal auditor is appointed by the management of the institution. The audit is conducted twice in every three years by the internal Auditor. The auditor carefully verifies the income and expenditure details and the report of internal audit is submitted to the management.

#### External audit

The external auditor selected by the college performs audit of the financial statements of the college. The financial records are audited by Chartered Accountant P.V.Chacko & Co. at the end of each financial year.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**239591**

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

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

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development, financial assistance, maintenance purpose etc. The PTA fund, Endowment fund, Staff welfare fund are the important sources for mobilization of funds. The staff welfare fund is used to meet the developmental needs and the maintenance of institution. The PTA fund is reserved for giving scholarship and financial assistance to the needy students. Endowment fund is distributed for endowment purpose. Part of the fund is set apart for daily expense of the college and purchase stationary items. Purchases are made with the recommendations of duly constituted purchase committee The entire process of the procurement of the material is monitored by the IQAC, purchase committee and principal.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC Cell of the college works for improving and maintaining the

quality of teaching learning process, identifying and suggesting new ways of using teaching aid and teaching methods , developing suitable infrastructure and efficient internal coordinating and monitoring mechanism. The IQAC plays a significant role in retaining and improving the quality of the institution and suggests quality enhancement measures. The IQAC meets frequently to plan, direct, implement and evaluate the teaching and learning, research, Extension activities and publications of the college. Academic and administrative audits are conducted every year under the leadership of IQAC to maintain the quality of the institution. Apart from this IQAC takes the following quality initiatives in the college.

#### Activities Planned for Quality Assurance

- Organizing Workshops and Webinars
- Conducting Academic and Administrative and Finance Audit
- Conducting regular IQAC meeting.
- Encourage to attend faculty development courses.
- Feedback collection from students and stakeholders.
- Evaluate the performance of staff through self-appraisal mechanism.

#### Strategies Adopted

1. Formation of respective committees to organize the aboe said programmes.
2. Formulated internal auditing team
3. Notified informations regarding faculty development courses.
4. Assigned the faculty for collecting feedbacks of stakeholders
5. Assigned a faculty to collect self appraisal forms.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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



The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institution and strictly followed. The IQAC and Inhouse Planning Committee conducts periodical meetings with faculty and reviews the teaching learning process of the year. IQAC analyses teacher's performance through self-appraisal mechanism at the end of each academic year. In the midst of COVID pandemic too the IQAC ensured reforms in teaching learning process by the adoption of ICT. The performance of the teaching and non-teaching staff is collected through self-appraisal report and feedback provided for the improvement.

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

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

25

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

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic**

Three of the above

**Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.stjosephcte.in/iqac/iqac-minutes-and-reports/">https://www.stjosephcte.in/iqac/iqac-minutes-and-reports/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.stjosephcte.in/iqac/aqar-reports/">https://www.stjosephcte.in/iqac/aqar-reports/</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

**The major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are the following**

- The institution has furnished a research centre and its recognition procedure is in its final stage at Mahatma Gandhi University.
- One of the faculty got guideship in Bharathiyar University and another faculty in Mahatma Gandhi University. Also three of the faculty members of the college have applied for research guideship under Mahatma Gandhi University.
- Four of our faculty members in the Board of studies. The new curriculum was framed after conducting series of workshops

under the guidance of our faculty members in the BOS. Special emphasis is given for multi skill development and ICT enabled pedagogic courses.

- Campus is made more eco-friendly.
- Yoga and theatre in education is implemented.
- Extension services are extended to the periphery( Children’s Home)
- Video conferencing system set up in the institution helps the students and faculty to improve the quality of teaching and learning.
- CCTV, Additional computers and storage facilities are provided in the examination room. LCD facilities are made use of, for the co-curricular activities.
- Provision for Rain water harvesting is made.
- Solar panels are installed to conserve electricity

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

Energy conservation is of concern to the institution and hence energy conservation methods are adopted. Solar panels have been installed to power the administrative office and the multipurpose hall. Lights and fan are used only when needed and it is the responsibility of the one leaving the room to see to it that they are switched off. Every class has a leader appointed to check whether the ICT facilities and the electrical equipment are switched off when not in use. Reminders are given when the above stated facts are overlooked. The Copier, Printers are put in standby mode when not in use. The water pumping motor is automated to prevent the wastage of current and water by overflowing of tanks. LED Bulbs and Tubes are used to light up the building.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Environmental issues associated with waste disposal and sanitation are solved by introducing bio gas plant, furnace to burn dry waste, an incinerator for sanitary waste, periodical checking and cleaning of the drains, and removal of waste. Separate bins are provided for collecting bio- degradable and plastic wastes. Plastic waste thus segregated is sent to recycling plants in association with NGO's. Students and faculty are encouraged to bring lunch in steel boxes to minimize paper and plastic wrapping wastes. Electronic wastes are disposed off scientifically by handing it over to such external agencies.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3.**

Three of the above

**Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A lush green campus with calmness and serenity is one of the attractive features of the institution. The campus has a variety of fruit trees- mango, water apple, cherry, guava, gooseberry etc. Green lawns are well maintained. A team of four employees work under the directions of the bursar to maintain the institution and the campus clean. Every day the institution and its ground are swept and wastes of any kind picked and disposed scientifically. There are separate bins for collecting food waste, plastic waste and paper and dry wastes. The plastic waste is send to the recycling unit of an external agency. The food waste is disposed off in the biogas plant. The dry waste like paper, thermocol pieces, tins, metallic cans, metal pipe, rods strips is given to the waste pickers periodically. The restrooms and wash areas are cleaned daily and well sanitised. Smoking is prohibited in the campus. Staff and students are conscientised to reduce waste and to dispose them n the right manner.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-**

Two of the above

**free campus Move towards paperless office**  
**Green landscaping with trees and plants**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

**0.77605**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Maximizing the utility of the material resources available for the good of the society is the guiding principle of our policy. The seminar halls and auditorium as well as classrooms have been open to the conduct of programmes that does not intervene with its normal functioning, for the Vimala Educational Trust, Mahatma Gandhi University Evaluation Camp and Model school. The play ground of the college serves as a practice ground for the students of model school. The library facilities are availed free of cost by the P.G students and research scholars from other institutions. The parking area is also used by the staff of the Model school. The institution

has its extension activity planned according to the needs of the locality. The student teachers are trained in the preparation of carry bags using news papers which is then distributed to the vendors in the neighbouring market. " Mangalavanam" a bird sanctuary is often visited by our student teachers and they pick the waste plastic bottles littered there , which is then handed over to an external agent. The experts of various fields in the locality are called in for giving talks in the institution.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

A. All of the above

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

## 7.2 - Best Practices

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

Harnessing Optimism and Potential through Education 'HOPE' is a best practice for providing education and opportunities the children at Government children's Home (Girls) , Kakanad, Ernakulam, a rehabilitation center for children (girls) in need of care and protection. The objective of the practices are in tune with Sustainable Development Goal 4 which emphasizes on providing inclusive and equitable quality education and promoting lifelong learning opportunities for all. This year we tutored the students of Govt . Children's Home , Kakanad. The Alumnae were asked to contribute to the cause and four of them generously agreed to tutor the students at contract basis.

Jagaran' means awakening is yet another extension programme initiated by the institution in 2017 and is in keeping with the Nasha Mukta Bharath Abhiyan launched by Honourable Prime Minister Narendra Modi in 2020. Webinar series for the parents of the students of various teaching practice schools started from November 14th 2020. Webinar series was inaugurated by Sri Ashok Kumar T.A., Deputy commissioner, Excise Commission, Ernakulam. Webinar series was planned in 4 sections of 1.5 hours duration and Sri Jayaraj Circle inspector of Excise Department was the resource person for all the four sections.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.3 - Institutional Distinctiveness

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

Keeping to the vision of the founder father St Kuriakose Elias Chavara - inclusion, expansion and equity, excellence, and a comprehensive outlook, the institution has framed its vision, mission and goals. Each individual is respected and her uniqueness recognized and celebrated. Instruction is tailored to meet individual differences, multi skill development programmes and engagement in the community helps in the wholistic development of



the individual . Seminars, awareness classes, soft skill development programmes, opportunities to show case their hidden talents and participation in various extension activities and co-curricular programmes all contribute in forming them to be responsible, confident and productive citizens. The college also motivates the students by rewarding their achievements. Special provisions are made to accommodate and help the weak socio economically as well as those academically by way of scholarships, fee concessions, other financial helps, continuous guidance and monitoring. The needs of the differently abled are also met with patience and love. Campus placement is also organized and students are helped to get placed. The college is a women's only college and every year it produces hundred plus fully fledged women teachers who move out to the society with confidence.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>