



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	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)	stjosephtrainingcollege@hotmail.com
• Alternate Email ID	stjosephtrainingcollege@hotmail.com
• Address	Kovilvattom Road, Ernakulam, Kochi
• City/Town	Kochi
• State/UT	Kerala

• Pin Code	682035
2. Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban
• Financial Status	UGC 2f and 12 (B)
• Name of the Affiliating University	Mahatma Gandhi University
• Name of the IQAC Co-ordinator/Director	Dr Josephine Joseph
• Phone No.	8590319868
• Alternate phone No. (IQAC)	04842351695
• Mobile (IQAC)	8590319868
• IQAC e-mail address	sjcteiqac@gmail.com
• Alternate e-mail address (IQAC)	stjosephtrainingcollege@hotmail.com
3. Website address	Kovilvattom Road, Ernakulam, Kochi
• Web-link of the AQAR: (Previous Academic Year)	https://www.stjosephcte.in/iqac/aqar-reports/aqar-2020-2021/
4. Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the	https://www.stjosephcte.in/academics/academic-calendar-and-hand-book/academic-calender-2021-

Institutional website Web link:	2022/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81.00	2003	16/09/2003	15/09/2008
Cycle 2	B	2.81	2011	16/09/2011	15/09/2016
6.Date of Establishment of IQAC		01/11/2003			
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty		Scheme	Funding agency	Year of award with duration	Amount
Nil		Nil	Nil	Nil	Nil
8.Whether composition of IQAC as per latest NAAC guidelines		Yes			
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File			
9.No. of IQAC meetings held during the year		6			
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		No			
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File			
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No			

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

1. Faculty and Staff development programme (FSDP) 'Reap the Service benefits' on 22/06/2021 2. A one Day Seminar on NAAC Accreditation was organized by IQAC on 17/11/2021. Dr Kala M S , IQAC Coordinator and Associate Professor in Physics and Dr Usha Nair Associate Professor in Hindi of St Teresas College, Ekm were the resource persons. 2. St Kuriakose Elias Chavara Lecture Series was jointly organized by St Joseph Training College, Mannanam, and St Joseph college of Teacher Education for Women, Ernakulam on 07/01/2022. 3. Three days International Web Conference on 'Normal Neo Normal and Futuristic Normal' 15/03/2022 to 17/03/2022 4. Regular IQAC Meetings 5. Ensuring Feedback Mechanism

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
to implement programmes for the quality enhancement and updating the Faculty on the latest Service rules by the Government	the webinar on Service rules for the staff 'Reap the Service benefits' on 22/06/2021
2. Appointing a guest lecturer for Physical Education	Guest Lecture Dr Mary Joseph was appointed
3. Orientation to NAAC Preparation	A one Day Seminar on NAAC Accreditation was organized by IQAC on 17/11/2021. Dr Kala M S , IQAC Coordinator and Associate Professor in Physics and Dr Usha Nair Associate Professor in Hindi of St Teresas College, Ekm were the resource persons
4. Augmenting the library to meet the standards of the research center	Research Books , journals and Thesis were procured for the Library

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
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Staff Council	11/04/2023
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14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	02/02/2023

15. Multidisciplinary / interdisciplinary

The institution is studying all the possibilities for converting it to a multidisciplinary institution. A committee has been formulated to study the possibilities of implementing it. The faculty and management are participating in the webinars and seminars conducted in this topic to keep themselves abreast of the need of the times.

16. Academic bank of credits (ABC):

The institution being affiliated to Mahatma Gandhi University < Kottayam has not been able to register in the Academic bank of Credits. The Institution is striving for an autonomous status so as to get registered in the ABC.

17. Skill development:

The Institution is keen in developing the skills of the Student Teachers and the faculty and chalks out a number of skill Development programmes.

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

To promote the preservation and transmission of Indian Culture and Languages the institution takes care to keep the student teachers engaged in activities that foster Indian Culture and Languages. Various Cultural fests are celebrated and Student teachers are given opportunity to discuss on the Culture of the Land to participate in cultural activities, to evaluate the various art forms. They are trained in Yoga, have food fest, and arts fest as well as celebration of important days, college annual day when they get opportunity to showcase the cultural richness of India. They deal with the need for preservation and transmission of culture in their theory Course EDU101 Contemporary India and Education and in EDU 201 Knowledge and Curriculum. They also learn about the need of Cultural Inclusiveness in classrooms. During their School internship they conscientise the students of the school about cultural heritage of India. The Institution further plans to introduce value added courses that would help student teachers to learn new Indian Languages and Culture.

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 out comes. Value added courses are designed to ensure that the stated PLOs and COs are satisfied.

20.Distance education/online education:

The Institution has already started taking classes for student teachers in the online mode. 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	219
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	26
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	101
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	101
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	111
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Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		7 Lakhs
4.2 Total number of computers on campus for academic purposes		55
3.Teacher		
5.1 Number of full-time teachers during the year:		16
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		19

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 evaluates the previous year's events and analyses the feedback received from the students and the stakeholders. It then states the action plan for the year. The in house curriculum committee meets together to chalk out the year plan, Schedule of the syllabus, work load and time table College council is called for in the beginning of the year and before the start of each new semester to decide upon the curricular and co -curricular activities To adapt the curriculum to the local context - the faculty plans theory classes with illustrations from the local context and prevailing school classroom context, this is enriched by 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.. The student council, various clubs, associations and cells also plays a part in planning and executing the Curriculum. Regular meetings of the IQAC, College Council, In House Planning Committee Examination Committee ensures effective Planning , delivery and evaluation of curriculum .

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction

A. All of the Above

programme Orientation programme for teachers

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

1.2 - Academic Flexibility

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

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

38

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

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

5

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

5

File Description	Documents
Data as per Data Template	View File

Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

203

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

203

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

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

Three of the above

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

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

117

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

117

File Description	Documents
Data as per Data Template	View File

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

1.3 - Curriculum Enrichment

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

A fundamental or coherent understanding of the field of teacher education is given to our students through a systematic delivery of the course content encompassing the Philosophical, Psychological, Sociological, Pedagogical aspects of teaching and Learning. The B.Ed framed by the Mahatma Gandhi University has a well-balanced treatment of all these aspects which equips the student teachers with the necessary knowledge and develops in them the right attitudes of a n educator.

The procedural knowledge is imparted by way of hands on experience in simulated as well as real situations via micro teaching sessions, link practice sessions, Demonstration & Criticism Classes as well as a month of school Induction programme.

The Internship programme of four months in the third semester, school observation, and the opportunities they get in interacting with the school children at different levels in school contribute to gaining procedural knowledge. Interaction with teachers from different schools help to understand the diversity in school curriculum.

The various co-curricular activities conducted in the institution help the students to attain the skills competencies such as Emotional Intelligence, critical thinking Negotiation and Communication skills. The Community living camp and study tour help to learn working in collaboration.

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

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. 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	View File
Documentary evidence in support of the claim	View File
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 blended mode with a mix on online and off line cases with more of 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. Placement services were also provided.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining 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
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

111

2.1.1.1 - Number of students enrolled during the year

215

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

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

26

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

26

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

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

6

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

6

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo

professional education programme and also the academic support provided to students, in not more than 100-200 words.

The college distinguishes the students in the beginning of the academic year itself. For this we conduct an entry level test and teaching aptitude test at the very start of the academic year. Optional teachers conducted entry level test within a month of the commencement of the course. 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. Since it's a teacher education programme, Teaching aptitude of the students was measured by administering a Teaching Aptitude Test. From this, students' needs are identified and necessary support was given. Each staff identifies the slow-learners, interacts and helps them academically by paying special individual attention and assistance; depending on learner needs, remedial teaching is conducted. the college organizes number of academic exercises starting from micro teaching, peer teaching, preliminary teaching, ending with intensive teaching. These academic activities provide the basics of teaching-learning including pedagogy, skills and techniques, nuances of planning and executing the classroom teaching,

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File

Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

During the year 2021-22as 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	View File
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	View File

Link to LMS	https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2021-2022.pdf
Any other relevant information	View File

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

215

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.stjosephcte.in/wp-content/uploads/2023/07/Link-of-ICT-Resources-2021-2022.pdf
Any other relevant information	No File Uploaded

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

Working in teams

The institution provide opportunity to work in teams by initiatives like college assemblies, different clubs, social projects, science exhibitions, microteaching, peer teaching, internships, village camps, short film production, etc.

Dealing with student's diversity

No student teacher is discriminated on the basis of caste, creed, and community or socio economic status. The trainees are required to write two records on the varied demands of learners and a case study based on their internship experiences.

Conduct of self with colleagues and authorities

Regular instructions and encouraging challenges are given from the faculty and management. The code of conduct and rules to be followed while dealing with colleagues and authority are communicated by way of modelling and in words.

Balancing home and work stress

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.

Updating with recent developments

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	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

During the year 2021-2022, 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. Students are given training to prepare innovative and improvised learning materials. Case study, Community Living Camp, Club activities, participation and organization 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. Visits to Chavara special school and other centers and distributing necessary materials, food and clothing was an eye opener to the participants.

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

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

Eight /Nine of the above

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

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

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

1.Choosing/identifying the colleges for the internship

On a request basis, our trainees completed their internships in 28 schools. The initial step is to identify the schools that are located

within a 40-kilometer radius

.2.Instruction for students participating in internships

Senior Teachers were invited to the college to discuss their expectations for the internship programme with students from the chosen internship schools. They described the subtleties of dealing with obstacles as well as dos and don'ts on the school campus.

3. Outlining the institution's professors' roles

During the internship, the institution's teachers serve as the trainees' guides, offering all the necessary help with lesson planning, class participation, and the preparation of teaching materials.

4. Streamlining modes of assessment of student performance

During their visit to the school, the teacher educator designs and implements an observation plan with requirements for teaching competency, communication, classroom management, physical appearance, and usage of teaching-learning materials.

5. Being exposed to various school environments

The trainees are exposed to a variety of extracurricular and co-curricular activities at all internship schools.

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

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

2.4.9.1 - Number of final year students during the academic year

98

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

**events Maintaining documents
Administrative responsibilities-
experience/exposure Preparation of
progress reports**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	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.

To ensure the best possible impact of internships in schools, the institution devised an effective monitoring mechanism. Principal of the college invited senior faculty from internship schools for a meeting with teacher educators in order to better understand the requirements and goals of the internship schools. Except for general education instructors, all teacher educators were tasked with supervising eight to nine interns during their internships, and they were all required to observe three classrooms. The trainees' attendance at the school is observed, by the principal, who also keeps track of the interns' behaviours and general performance. For trainees, the principal assigns substitute classes. The college's principal and faculty asked the principals and teachers of a few local schools to speak with them about the goals of the internships and the requirements of the institution. The interns collaborate as a team. They each observe the other's classes and fill out feedback. form to raise the intern peer's grade

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students

All of the above

(* 'Schools' to be read as "TEIs" for PG programmes)

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

16

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

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

13

File Description	Documents
Data as per Data Template	View File

Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

213 .5

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

213.5

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

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

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	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

The college follows continuous and comprehensive evaluation system. How internal assessment is done 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	View File
Any other relevant information	View File

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	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
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 to 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	View File
Any other relevant information	View File

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

The academic calendar is prepared in collaboration with planning and evaluation committee, keeping in mind the major events and the total number of working days, adhering to the regulations of NCTE. The committee looks at the University Calendar, and previous year academic calendar as well as the current situation of working space; while listing out the major events such as inauguration of the academic year, intensive English training, orientation to the course, ice-breaking, personality development programme, yoga training, introduction of pedagogy skill, the internal and external examinations, intramural cultural competitions, college day and sports day, they automatically occupy the right dates as per the counting of working days for each semester.

With regard to the dates for internal evaluation, the examination committee sits through the recommended dates in the academic calendar and approves the dates with modifications if needed. The first internal tests are normally conducted after 45 days of inauguration of academic year and the second internal tests are conducted after 90 days of the semester. The other modes of practicum are left to the individual teacher educator who conducts them during their class hours as per the convenience.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File

Any other relevant information	No File Uploaded
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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. On Successful completion of the course the student teacher will reflect the following in accordance with the stated PLOs and CLO's: Contextual Competencies (projects) Conceptual Competencies (studies on learning disabilities, Curricular and Content Competencies (content analysis ,development of instructional materials..)Transactional Competencies (value education classes). Competencies in Other Educational Activities (morning assembly, arts day, sports day, seminars, webinars, club activities, exhibitions, excursions, fieldtrips, camp, observance of important days and events, responding to social issues). Teaching Competencies (develop Teaching-Learning materials, models charts, work books, programmed learning materials, improvised aids, e-books, online learning materials and use ICT resources for meaningful learning),Evaluation Competencies(the student prepare, select and use appropriate evaluation tools- psychological tests, achievement tests, diagnostic tests etc. and analyze the test results and provide feedback) , Competencies Related to Parental Contact and Co-operation(school-family partnerships, activities of PTA) Competencies Related to Community Contact and Cooperation (activities like action research, surveys, cooperate with governmental and non governmental agencies in developmental activities of the society and will respond proactively to social issues) Advocates of nature(stewards of nature-nature club activities, plastic free campus).

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

2.7.2 - Pass percentage of Students during the year

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

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

The program's curriculum's various core, pedagogical, and elective courses help students develop the necessary professional attributes as well as better their cognitive knowledge and skills. Internal exams are used to evaluate academic performance, it includes both theoretical and practical testing.

At different levels, teacher educators increase students' cognitive and professional abilities and monitor their progress. Their professional teaching competence gradually improves thanks to the practical hands-on training they receive through Micro teaching, Peer teaching, Demo teaching, Preliminary teaching, Observation classes, and Internship. Finally, their performance is assessed and grades are given by a panel of internal and external examiners.

Internal evaluation is done in a variety of ways, including written exams, assignments, and Practicums. The CLOs and PLOs are in line with these evaluations. Cognitive, emotional, and psychomotor domains are all included in the integrative assessment process. The list of records that the students created and kept opens the stage for more advancements. The teacher educators evaluate this internally, assign marks, and transmit the list of marks to the office of the controller of examinations where it is kept organized. The emotive component, which reveals the morals and character of a teaching personality, is equally important to the teaching profession as intellect.

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

2.7.4 - Performance of outgoing students in internal assessment

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

101

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
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 performance. Community projects fostered a sense of responsibility. Teaching aptitude peaked in the second year, shaping ethical behavior and effective communication. Research aptitude tests showed students' development in research, with many opting for PhDs after completing the PG program, showcasing dedication and capacity for learning. Overall, the program successfully addressed weaknesses and improved student teacher performance and prospects.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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	No File Uploaded
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

Four of the above

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

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

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
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

4

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

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

1

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

3.3 - Outreach Activities

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

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

7

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

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

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

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	View File
Any other relevant information	No File Uploaded

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

98

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

98

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

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

Our institution's diverse range of programs has made a significant impact on the community, promoting education, health, social inclusion, and environmental responsibility.

Among these initiatives are audio tutorials designed specifically for blind children, aiming to enhance their access to education and foster their overall development.

We conducted an extensive awareness campaign against drug abuse, targeting student teachers to educate them about the detrimental effects of drugs and the importance of making healthy choices.

For promoting the well-being of both body and mind, our institution organized yoga and meditation sessions as a health and wellness outreach. Additionally, we facilitated outreach programs catering to the needs of learning-disabled individuals, ensuring their integration into society through specialized educational support and skill development.

We organized an outreach program focused on raising awareness about environmental issues and fostering sustainable practices within the community.

We provided free tuition services, sensitizing student teachers to their role in shaping young minds and contributing positively to the community's growth and development.

These activities sensitize student teachers to social issues by fostering empathy and understanding, while actively contributing to community development through their engagement in education, awareness, and support initiatives.

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

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

3

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

3.4 - Collaboration and Linkages

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

3

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

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage - exchange and research	View File
Report of each linkage along with videos/photographs	View File
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	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is well furnished and it is competitive enough in infrastructure facilities of any top level college of the country. The college satisfies all the conditions and norms for teacher training colleges given by NCTE and MG University for the accommodation of two batch students of two units (one unit of 50 students in number/ for two years 200 students). All the structural facilities are student friendly and satisfies the needs of differently abled students too. It is one of the main objectives and concerns of the management. Some of the important structural facilities which are the highlights of the college are given below.

ICT Lab: It is equipped with 25 systems with internet connectivity. The well-furnished lab is a main supportive facility for the students since the curriculum involve more technological aspects, projects etc:. ICT lab is also functioning as language Lab.

Internet Facility: The faculty members and students have free access to the internet and wi-fi.

Smart Boards : All the Optional classrooms and the Seminar Halls are having Smart boards and interactive boards

Method Lab: is a distinctive feature of this institution. The main classroom of each optional subject serves the purpose of a method lab. It is equipped with a 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: The lab for psychology consists of Questionnaires, Inventories, Checklists, Practical gadgets etc: made available as a source of reference for research

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

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

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

18

File Description	Documents
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Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.stjosephcte.in/facilities/wi-fi-ict-enabled-classrooms-and-method-labs/
Any other relevant information	View File

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

10.74809

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

4.2 - Library as a Learning Resource

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

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	View File

Web-link to library facilities, if available	https://sites.google.com/view/sjctewlibrary/koha/inout-register-screen-shorts?authuser=0
Any other relevant information	No File Uploaded

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 Dspace digital library software, which is yet another open source software. DSpace 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. DSpace can manage a large number of file formats such as PDF, Word, JPEG, MPEG etc. DSpace 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	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.87395

File Description	Documents
Data as per Data Template	View File

Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View File
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

100

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sites.google.com/view/sjctewlibrary/login/file-aqar-2020-21
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education -general teacher education, special education and physical education by the following ways

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The 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	View File
Any other relevant information	No File Uploaded

4.3.2 - Student - Computer ratio during the academic year

6

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

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

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	View File
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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)

13.86015

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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe

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

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 team for the maintenance and beautification of the college building and the campus.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.stjosephcte.in/#
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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File

Any other relevant information		No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above	
File Description	Documents	
Geo-tagged photographs	View File	
Any other relevant information	No File Uploaded	
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above	
File Description	Documents	
Data as per Data Template for the applicable options	View File	
Institutional guidelines for students' grievance redressal	View File	
Composition of the student grievance redressal committee including sexual harassment and ragging	View File	
Samples of grievance submitted offline	View File	
Any other relevant information	No File Uploaded	
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above	

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

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
44	223

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

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

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

6

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

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

43

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

5.3 - Student Participation and Activities

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

The Student Union Council along with the committees and various clubs and associations devises dynamic programs and events which aid the wholesome growth and development of students and the institution. The Student Council is elected democratically in compliance with the guidelines of election procedure by the Mahatma Gandhi University Kottayam and the college election procedure. It functions under the guidance of the Staff Advisor nominated by the principal. It holds meetings periodically to plan and conduct varied student-oriented activities. The Union ensures student participation in all the socially committed programmes of the college. The Student Editor under the guidance of the faculty staff editor spearheaded the publication college magazine 'Dhuthi'. The motto of the union this year was: "Donner De La Lumiere" which means to enlighten. The installation ceremony of the new union was held on 26th March 2022. The union coordinated the College Day of the year 2022 along with the retirement function of Dr. Hemaletha P.K.

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

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

11

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File

Any other relevant information	No File Uploaded
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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

Josephite Alumnae Association (JAAN) is non-registered but functional. JAAN plays a crucial role in the development of the institution with its supporting activities and building a strong bond between alumnae, staff, and students. The association enables alumnae to participate and contribute to the academic and non-academic activities of the college. The academic contribution of alumnae are:

- Members of alumnae support various internal committees of the college
- Conduct demonstration classes for students before practice teaching and the interaction between the Alumnae and students really motivate the students and orient the to perform as a good teacher during practice teaching
- Mythri- Alumnae members employed in the teaching practice schools act as mentors of our trainees during practice teaching
- Support in organizing classes on SUPW, Video writing, and writing research articles.

The non-academic contributions:

Alumnae members support all extension activities undertaken by the institution, especially HOPE. Alumnae members also extend supporting hands to students who are financially backward. They also communicate to the outgoing batch of students about the upcoming vacancies in their schools or in other educational institutions.

By engaging in these activities, Alumnae Association upholds the values of the institution and contributes towards the welfare of the institution.

File Description	Documents
Details of office bearers and members of alumni association	View File
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

All of the above

Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

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

8

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

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

Josephites Alumnae Association, JAAN is a supportive system of the institution

The Alumnae Association is strong in organizing and participating in various activities which enrich the curriculum as well as various other activities. Mythri is the Alumnae mentoring system of the institution. Alumni members who are working in practice teaching schools are supporting the student teachers of our college. The Placement Cell of our college is utilizing the service of our alumni to offer career guidance to the students and to communicate opportunities for employment in their schools. Our Successful Alumnae who have excelled in their respective fields serve as role models for current students. Their achievements and stories of overcoming challenges can inspire and motivate students to strive for excellence and pursue their goals relentlessly. The Alumnae Association is giving Awards to the best Performers of the college. These awards were distributed on the Alumnae Awards Day every year. Our Alumnae associations actively participate in fundraising initiatives of the institution for various extension activities carried out by the institution like HOPE.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

St. Joseph College of Teacher Education for Women has a good academic tradition of about 64 years catering the needs of the teachers in the society. A deliberate and constant effort is undertaken at the level of management and planning, to initiate various programmes to fulfil the objectives of the institution. The institution stays true to its vision, mission and core values in its everyday working through the guidance and governance of the Managing Committee.

Governance of the institution

The Managing Council, constituted as per the University guidelines, is the apex body concerns

with policy making, setting framework for implementation of the proposed goals and finalizes the strategic plan. The principal is the executive Head of the Institution and is entrusted with the responsibility of managing the day-to-day affairs of the college with the help of staff council. Strategic plans and procedures are discussed in the college council. Faculty members are in-charge of different committees and bodies.

The Strategic Plans are approved by the Managing committee by making sure that the vision and mission of the institution is reflective through the working of various cells and committees

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

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not

more than 100 - 200 words

The college has a decentralized mechanism to ensure the smooth functioning and progress of the institution. This approach promotes inclusiveness and participation, creating an environment of unity and mutual respect among the staff. The institution functions in a democratic manner, where teaching and non-teaching staff work together in various committees under the guidance of the management and principal to ensure the efficient administration of the institution. The 'Policy in Action Guidelines' of the institution specify the functions of each committee. The management ensures that staff members are involved in the governing body and various committees and encourages them to freely voice their opinions and suggestions on the efficient functioning of the institution during staff meetings and meetings with the management. The management gives due concern to these opinions and suggestions. At the beginning of each year, staff members are assigned their duties, and during staff meetings, evaluations are conducted to evaluate the functioning of the various committees. The purpose of these assessments is to identify areas for improvement and to ensure that the committees are functioning well.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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. The annual academic plan is prepared in the beginning of each academic year itself.

Financial Transparency

The College prepare budget for every economic year. Before preparing the budget the secretary of financial committee collects the list requirements from staff council. Then the finance committee identifies the urgent requirements and discuss with principal and manager of the college. The Finance Committee recommends to the Principal to allocate funds of the college. All accounts of the college are audited by chartered accounts and internal experts in every year.

Academic and Administrative transparency

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 and external) are done annually. Programme outcomes and course outcomes are given in the College

website and also communicated to students. 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.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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 strategic plan of the institution serves as a guiding document that shapes the path towards achieving its long-term goals and objectives. It is firmly rooted in the institution's vision, mission and core values.. The primary focus is on fostering overall institutional development and improving various facilities and infrastructure.

The strategic plan encompasses both long-term and short-term objectives that are aimed at propelling the institution towards becoming a center of excellence. It covers the period from 2012 to 2022, during which the institution strives to achieve significant milestones and advancements.

The following are the key highlights of the strategic plan:

1. Establishment of Research Centre
2. Upgradation of infrastructure
3. Strengthening of Extension activities
4. Landscaping of Campus

The activity successfully implemented in the year based on the strategic plan is described below:-

Establishment of Research Centre

In its untiring commitment to promoting research in education, St. Joseph College of Teacher Education for Women, Ernakulam, took active steps to establish a research centre. The college meticulously forwarded applications to the esteemed Mahatma Gandhi University, Kottayam, seeking approval for this initiative. As a result of persistent efforts the inspection team of Mahatma Gandhi University visited the institution on May 2022.

File Description	Documents
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Link to the page leading to Strategic Plan and deployment documents	https://www.stjosephcte.in/wp-content/uploads/2023/07/Strategic-Plan-Document-2021-2022.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

St. Joseph College of Teacher Education for Women is a minority institution administered by the CMC Vimala Province, Ernakulam and the Provincial Superior is the educational agency of the Institution. The principal is entrusted with the responsibility of managing the day-to-day affairs of the college; implements the directives of the Board of management in accordance with the norms and guidelines stipulated by the State and Central government, the University and other regulatory agencies. The College Council manages the day-to-day affairs of the College as per the instructions of the principal with the assistance from IQAC and PTA. Recruitment to permanent vacancies as well as staff promotion is based on the UGC regulations and Career Advancement Scheme (CAS) as per the PBAS approved by the University. Kerala Service Rules (KSR) and regulations and statutes of the University of followed by all employees. Administrative Officer supervises the Office Staff, Library staff, Support Staff, and Hostel Staff The student affairs are supported by bodies like Grievance Redressal Cell, Anti- ragging Cell, Internal Compliance Cell, SC/ST Cell, and Anti-sexual Harassment Cell along with Discipline Committee, Examination Committee, Library Committee, Scholarship etc.

File Description	Documents
Link to organogram on the institutional website	https://www.stjosephcte.in/about/organization-chart/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

S1.No

Name of the Cell/ Body/Committee

Decision

01

IQAC

Decided to provide NACC Orientation to teachers.

02

Curriculum Transaction Planning Committee

Decided to academic calendar and published it to website

03

PTA

Decided to collect PTA fund minimum 1000 from each student

05

Anti-ragging Cell

Organized an awareness programme for students

06

Women Cell

Decided to conduct the celebration of Human Rights Day on 10 th December

2021 and invited Ms. Jilumol Mariet Thomas (MFPA Foot Artist and Graphic

Designer) for motivational talk.

07

Placement Cell

Decided to conduct campus interview 30th May 2022

08

Scholarship Committee

Meeting has been decided that maximum scholarships will be made available to the students.

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

6.3 - Faculty Empowerment Strategies

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

St. Joseph College of Teacher Education for Women, Ernakulam gives foremost importance to welfare measures for teaching and non - teaching staff. An unregistered Staff Welfare Association is functioning in the institution which ensures the implementation of staff welfare measures. The following are the staff welfare measures of the institution:-

1. Gives academic freedom for staff members and deposes on duty for attending Seminars/ Workshops etc.
- 2.
3. Faculty are given permission to pursue higher studies related to their profession
4. Teaching Faculty are given separate cabins with computers and Wi-Fi facilities
- 5 The institution provides freedom to teachers for conducting seminars/ Workshops/Conferences etc.
6. Duty leaves for attending seminars, workshops, etc. are sanctioned by the college.

7. Internal Appraisal a Performance Based Appraisal System is in place consists to help determine individual strengths and weaknesses of teaching and non-teaching staff.

8. Felicitation by management in the annual staff gettogether for retired staff members and the teachers who completed their P.hD's.

9.Provides equal opportunity to all for taking the responsibilities of various committees and clubs.

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

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

11

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

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

4

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File

Any other relevant information	No File Uploaded
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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

10

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

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

The performance appraisal system paves the way for the quality enhancement of the institution. It directs the institution to pinpoint the areas of improvements and provide necessary chances for the growth and development of the staff. 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. The performance of each faculty member is assessed through Performance Based Appraisal System (PBAS). The appraisal forms are filled by all teaching staff every year before completing that academic year. Common form is used for all teaching staff. The Principal checks and verifies the Proforma filled by the Faculty Member. All non-teaching staff members are also assessed through annual performance appraisal. Their performance is also assessed by the Head of the Institution.

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

6.4 - Financial Management and Resource Mobilization

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

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

External Audit

The external auditor is selected by the college. The External auditor does 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.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

103252 .69

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

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

The institution always find out suitable sources for the mobilization of funds and monitors optimal utilization of resources for the infrastructure development, financial assistance, maintenance purpose etc. Government sources, Student Development fund, PTA fund, Staff

welfare fund are the important sources for mobilization of funds. The student development fund is utilized for conducting student enhancement programs, field trips, organizing workshops on socially useful productive work (SUPW) and practical records. 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. Student Development Fund is utilized for student welfare measures. Purchases are made with the recommendations of duly constituted purchase committee

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

The IQAC 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 functions to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects.

Activities Planned for Quality Assurance

- In pursuit of getting the institution recognised as Research Centre
- Improved teaching-learning and evaluation process
- Organizing Workshops and Webinars for teachers and students
- Preparing Annual Quality Assurance Report.
- Conducting Academic and Administrative and Finance Audit for the year.
- Conducting regular IQAC meeting.
- Encourages staff to attend refresher courses, orientation courses, short term development and faculty development courses.
- Feedback collection from students and stakeholders.
- Signing of More MoU's and linkages year.
- Infrastructure Augmentation.
- Conduct Students Activities
- Monitoring Mentoring System

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

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

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.

Activities Planned for Quality Assurance

- Organized Workshop of Effective Office Administration for non-teaching staff and Digital Library Using Calibre for Library staff.
- Conducted Webinar on Orientation on UGC regulations 2018 for teaching and non-teaching staff.
- Prepared Annual Quality Assurance Report.
- Conducted regular IQAC meeting.
- Modified the Performance Appraisal Form.
- Encouraged to attend refresher courses, orientation courses, short term development and faculty development courses.
- Organized workshop on Yoga and Meditation entitled NIRVANA , on Drama and Theatre Practices and on Mental health and Well-being through Yoga
- Conducted webinar on International Literacy Day Entitled Aksharam, and on Career Guidance.
- Provided Training on 'Preparation of SSR and AQAR 2021
- Organized Skill development programme of Compatible Communication and Effective Interaction: Skill Development Program.
- Collected Feedback from students and employers

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

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

18

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

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

Three of the above

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

Enhancement of a research culture in the institution

The number of publications in UGC care listed journal by the faculty has increased.

Participation in research-oriented seminars and webinars are increased.

Encouraging even UG level students in participating in seminars and publishing paper in research journals.

Increase in the number of journal subscription in the library.

Two more faculty availed Ph.D, thus the number of P.hD. holders are 13 out of 16.

Curriculum enrichment initiatives

1. Designing and implementation of new value-added course.
2. Enhancing collaboration and net working by entering into MOUs with reputed institutions
3. One of our faculty members in the Board of studies.
4. Students were encouraged to take up self-study courses.

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

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.

St Joseph College of Teacher education for Women, Ernakulam, is committed to safeguarding a green future for generations to come. The Green Policy of the institution reflects its vision for promoting sustainability and commitment to reducing our environmental impact through an efficient energy policy. We have adopted energy conservation methods by installing Solar panels, conscientising the students and staff to cultivated energy saving habits, buying energy efficient equipments and monitoring the consumption. 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 overfilling of tanks. Care is taken to replace the fused out incandescent bulbs with LED Bulbs and Tubes.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Responsible Waste Management and Sustainability guides the Waste Management Policy of St Joseph College of Teacher education for Women, Ernakulam, .Thus SJCTEW fosters a green and clean campus to marks its responsibility to nurture and sustain the Universe for future generation . It embarks on this noble mission by having a functional bio gas plant, furnace to burn dry waste, an incinerator for sanitary waste and by 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. Organic waste is processed into compost for use in our gardens and landscaping. 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	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 and the compost pit . 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	View File
Any other relevant information	View File

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

Three of the above

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

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

3.1037

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges in the following ways

1. Classes and training programmes are organized in collaboration with Vimukti -wing of Kerala Police to fight the menace of drug.
2. Its' proximity to the Ernakulam Market has inspired to spread ecofriendly practices and paper bags are made by our students and distributed for the same .
3. Our student teachers also avail the resources of Local artist in understanding the Kerala .culture They interview the local artists and gain knowledge from them and are motivated to promote, preserve and transmit the local culture.
4. Local artists, experts academicians are invited to share their expertise and student teachers are motivated.
5. Sponsorships are availed from the locality for the extension programmes of the college
6. Teaching aids prepared by our student teachers are distributed to the schools in the locality
7. Filed trips are organised for our student teachers to places of importance in the locality .
8. To create an awareness on Nature conservation student teachers are taken Mangalavanam a Bird sanctuary in the vicinity of the college

File Description	Documents
Documentary evidence in support of the claim	View File
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

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
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

The Extension activity Harnessing Optimism and Potential through Education 'HOPE' for providing education and opportunities to the weak and socially disadvantaged children at Government children's Home (Girls) , Kakanad, Ernakulam is identified as one of the Best Practices of St Joseph College of Teacher Education for Women, Ernakulam. 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. A 10 days programme was scheduled for the children at Children's home Kakanad from 18/04/2022 to 27/04/2022 in the Academic Year 2021-2022. Classes were arranged by our student teachers to teach them basic of the languages and Mathematics, Creative Arts, Puppet making and Paper Craft.

Jagaran' is a programme for awakening and empowering children and youth to choose a life without drugs . The International day against drug abuse and illicit trafficking Horizon 2021' was commemorated via Google Meet on 26th June 2021 from 12.00 PM to 1.00 PM. Mr. Ashok Kumar T.A, Deputy Excise Commissioner in Ernakulam was the resource person, and a e street play 'JAGARAN' was performed by the Anti-Narcotics club of St. Joseph College of Teacher Education for Women, Ernakulam during World AIDS Day programme, 2021 in St Mary's CGHSS, Ernakulam

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

7.3 - Institutional Distinctiveness

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

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges in the following ways

1. Classes and training programmes are organized in collaboration with Vimukti -wing of Kerala Police to fight the menace of drug.
2. Realizing the need to promote ecofriendly practices in the market nearby the Student teachers are trained in preparing paper bags and giving it to the local vendors for free. .
3. Our student teachers interview the local artists and gain knowledge about the the.culture of Kerala.
4. Sponsorships are availed from the locality for the extension programmes of the college
5. Teaching aids prepared by our student teachers are distributed to the schools in the locality
6. Filed trips are organised for our student teachers to places of historic, cultural and Scientific importance in the locality.
7. Projects on social issue are taken up by our student teachers .
8. The Advocates from the High court are invited to take up legal awareness classes for our students.
9. As part of the extension service our students visit Hospitals , Speical schools and extend their support and help .

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