



YEARLY STATUS REPORT - 2022-2023

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	sjcteiqac@gmail.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, Kottayam
• Name of the IQAC Co- ordinator/Director	Dr Josephine Joseph
• Phone No.	8590319868
• Alternate phone No. (IQAC)	8590319868
• Mobile (IQAC)	8590319868
• IQAC e-mail address	sjcteiqac@gmail.com
• Alternate e-mail address (IQAC)	drjosephinejoseph@stjosephcte.in
3. Website address	https://www.stjosephcte.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.stjosephcte.in/iqac/aqar-reports/
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-2022-

Institutional website Web link:	2023/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81	2003	16/09/2003	15/09/2008
Cycle 2	B	2.81	2011	16/09/2011	15/09/2011
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/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	00.00	
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		7			
<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? 		Yes			
<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. Conducted faculty development programmes 2. Organised Value added Courses 3. Organised Student enhancement programmes 4. Ensured Academic and Administrative Audits, Finance Audit, Environment Audit, Energy Audit and Green Audit 5. Collected, analysed Feed back and Took hte necessary action 6. Signed new MO U's with other Institutions of repute and organised programmes with them

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
1. To sign M o U's with about a dozen more institutions	12 new MOUs were signed with reputed institutions
2. To organise Faculty Development Programmes	11 Faculty Development programmes were organised
3. To organise Student Capacity Enhancement Programmes	5 Student Capacity Enhancement programmes were organised
4. To Carry out Audits	Academic and Administrative audit and Finance Audit,
5. To collect, analyse and take action based on the feed back collected from Students, teachers, Heads of teaching Practise Schools, Employers and Alumnael,	Feedback was collected, analysed , and action taken based on the feedback from Student, Teachers, Heads of teaching practise Schools, Employers and Alumnae

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Staff Council	26/10/2023

14. Whether institutional data submitted to AISHE

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

15. Multidisciplinary / interdisciplinary

St Joseph College of Teacher Education for Women has always complied with the Government policies and being true to its vision of creating empowered women is looking forward to introduce integrated, courses of multi disciplinary and interdisciplinary nature. The feasibility of having integration of humanities and science with STEM and adopt programmes for the same is being studied. Being an affiliated college the institution has little scope of designing flexible programmes with multiple entries and exits but however it has been able to provide flexibility to its students in terms of choosing value added courses and certificate courses of their choice. The time table has also been so arranged. Students are given ample opportunities to engage in community services and projects, extension and outreach programmes are organised aiming at the holistic development of the students. Faculty and teacher educators are encouraged to take up research and projects and participate in seminars and conferences that are multi disciplinary in nature.

16. Academic bank of credits (ABC):

St Joseph College of Teacher education is affiliated to Mahatma Gandhi University Kottayam. The University has not started an Account in Academic Bank of Credits and hence we have not been able to register for the same. Once the Kerala Govt initiates the process and the University gets registered we will also take the necessary steps to help our students avail the benefits of ABC.

17. Skill development:

The Multi Skilled Development Programmes (SKID) for the Student teachers at St Joseph college of Teacher Education for Women envisages, to help the students to realize their hidden talents, develop organizing skills, improve their teaching skills and competencies get familiarised with ICT tools, learn yoga, basics of theatre arts, develop research skills, enhance their confidence, appreciate cultural diversities, grow in faith and values, grow in confidence and thus get transformed into professionals with humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. the following programmes are organized for the same :

1. Daily prayer in morning assembly.
2. Training in value integrated and ICT integrated classes
3. Talents day for freshers.
4. Training in the use of SMART BOARD
5. Training in creating
6. Micro teaching session, Demonstration and Criticism classes

7. Value integrated lesson plans
8. Workshop on teaching aids
9. trained in reflective journal writing.
10. Workshop on self assessment tool
11. Value based Classes
12. Training in yoga on
13. Workshop on Theatre Arts
14. Workshop on Soft skill training
15. Training in First Aid
17. Training in Communicative English and language lab sessions
18. Sports day.
19. Five day community living camp
20. Training in making Short film/documentary
21. Interaction with transgenders.
22. Arts day celebration
23. Class on road safety.
24. Class on 'Values of Family Life'
25. Spiritual Renewal
26. training in preparation of Eco friendly products
27. Participation in extension and Outreach activities
28. Field trips and Study tour
29. Seminar on Rights of Women with Special reference to POCSO Act

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

The Student teachers and teacher educators at St Joseph College of Teacher Education follow the curriculum prescribed by the Mahatma Gandhi University. As Per the curriculum the students get familiarised in Indian Knowledge system through their course Contemporary India and education. through this course the student teachers get familiarised in Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods-

Significance of Upanishad in maintaining world peace and sustainable development –Educational Implications of Bhagavad Gita , Indian Constitution – Preamble- Fundamental Rights and Directive principles, Multiculturalism-Unity in diversity, Educational Problems of Contemporary India-wastage and stagnation, Educated unemployment, Education Commissions in India and on Recent Trends/ Initiatives in Indian Education. Through the course Knowledge and Curriculum the students are familiarised in Indian schools of philosophy- Orthodox and Heterodox-significance of vedantasankhya and lokayata, Indian philosophers-Swami Vivekananda, DrS.Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, Contributions of Dr B .R .Ambedker with respect to equality, equity, individual opportunity and social justice, Contributions of Rabindranath Tagore with respect to Nationalism, Universalism and Secularism, Contributions of Social Reformers- Raja Ram Mohan Roy, Chattambi Swamikal, Sreenarayana Guru., Traditional Indian values and Constitutional values, the celebration and commemoration of Important days, festivals , and conduct of Arts and Cultural programmes , food fest all contribute to rooting students in love and appreciation for Indian culture. the students are also trained to transmit culture by way of taking lessons on cultural heritage of India , Various art forms and conduct of Cultural fest in schools for school students during their teaching Practice . Visit of historical places during field trips and study tour also affects the integration of Knowledge

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

The PLOs and CLOs of the programme and courses offered by St Joseph College of Teacher Education for women is stated in terms of OBE. Care is taken to impart instruction and make internal assessment in this line . value added courses are also designed and delivered to ensure that the PLOs and CLOs of the programme are fulfilled .

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. Students are encouraged to enrol in certificate courses online and revisions in the timetable is made for the same.

Extended Profile

1.Student

2.1

Number of students on roll during the year

219

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	150
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	26
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	107
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	107
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	112
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	124.65903
4.2 Total number of computers on campus for academic purposes	61
3. Teacher	

5.1	19
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	20
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The Curriculum Transaction Planning Committee of St Joseph College of T Educaion forWomen, plans the delivery of curriculum in accordance to th Curriculum Prescribed by it's affliating University-Mahtma Gandhi Unive Kottayam. The activitiesof the college is plannedkeeping to the vision institution, NCTE norms, the stated PLO's and CLO's and the Academic an Examination calendar of the University.The programmes for the various currciular aspects is planned and organised by the following bodies of institution - Staff council, Examination Comittee, Research Committee , Extension Committee, Students Union, Clubs,PTA and th AlumnaeAssociatio needs of the students is given prime importance during curriculum deliv and curriculum transaction is tailor made.. Community resources are util for the transaction and the curriculum is delivered adapting to the loc context. The curriculum is reviewd by conducting the Academic and Administrative audit, collecting and analysing the feedback of students teachers, the heads of the teaching Practice schools, the employers and alumnae.

File Description	Document
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View
Plan developed for the academic year	View
Plans for mid- course correction wherever needed for the academic year	View
Any other relevant information	No F Uploa

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

A. All of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.stjosephcte.in/academics/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 program wise during the year

6

File Description	Docu
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	

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

11

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

11

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 Uplo

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

203

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

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

All of the above

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

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

203

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

203

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 coherent understanding of the field of teacher education Procedural knowledge that creates the foundation for different levels of school education skills that are specific to one's chosen specialization Capabilities to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaborative Learning, etc.

Students gain a coherent understanding of the field of teacher education through the various curricular and co-curricular activities planned and implemented in the institution. The theory classes on the philosophical, psychological, sociological, technological and pedagogical perspectives of education in the four semesters, the practical engagements, different assignments and interaction with experts help them to gain a fundamental understanding of the field of teacher education. Micro teaching, lesson plan practice, demonstration and criticism classes help the student teachers develop procedural knowledge. Seminars, webinars and workshops provide them with the necessary knowledge and skills. Teaching practice sessions and the activities therein help the students to extrapolate their acquired knowledge. Value added courses, participation in various co-curricular

activities , value education classes, sports, art festivals,talks by em personality, outreach activities, extension programmes and field visits thestudents to developSkills/Competencies such as: Emotional Intelligen Critical Thinking, Negotiation and Communication Skills, Collaboration others .

File Description	Documents
List of activities conducted in support of each of the above	View F
Documentary evidence in support of the claim	View F
Any other relevant information	View F
Photographs indicating the participation of students, if any	View F

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 stude familiarized with the diversity in school system in India with respect to: Development of school Functioning of various Boards of School Education Functional differences among them Assessme systems Norms and standards State-wise variations International and comparative perspectiv

St Joseph College of teacher Education fro Women familairizes her Stude teachers and teacher educands with the diversitis in School, systemin I as well as international and givesa comparitive perspective through the courses she offers inthe programme and an array of activities designed this purpose.A theoretical background regarding Diversity in School Sys India is obtained through courses likeContemporary India and Education Knowledge and Curriculum in the B. Ed Programme; Advanced Philosophy of Education, Context and Issues of Elementary Education , Educational Evaluation, Curriculum Development and Transaction, Context and Issues Secondary and Senior Secondary Education in the M. Ed Programme.Invited : by experts on various Educational policies,Critical analysis: of Educational Policies,Group Discussions: on the Indian education system, assignments onComparative Analysis: of the State and Private control of Education,Case study: of schools of the three Boards namely ICSE, CBSE State Board,Field Visits: to different types of schools and alternative education centers,Interaction with Educators: from schools of CBSE, ICS State and from abroad,Interviews with Eminent Teachers, Hands on traini for preparation and administration of different assessment tools and th internship and induction programmes familiarizes them with the diversit school sytem in India.

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

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

The curricular and cocurricular activities of st joseph College of Teacher Education for women help students to derive professionally relevant understandings and consolidate these into their professional acumen. Before leaving for School Induction and Internship programme the theory classes on various philosophical schools of thoughts, Psychological principles and theories of learning, social adjustments, inclusive education are given teaching Sessions, Discussions on Lesson Plan, Demonstration classes and Criticism classes, courses on Educational Technology, and Pedagogy, Assessment and Learning and Language across Curriculum prepares students professionally. Field trips, Club activities, Community living Study tour to help the Prospective teachers to enhance social skills negotiation skills and life skills. Participation in Seminars Conference Workshops to acquaint them with means of Professional development. students are trained in reflective practices, SWOT Analysis and formulation of Perspective Vision and Mission Statement, reviewing Journals, writing articles and uploading them in blog. Engagement in extension services, outreach programmes, awareness programmes, eco friendly practices to help realize the role of teacher as a social engineer.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Upload

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
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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 Uplo

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

219

2.1.1.1 - Number of students enrolled during the year

112

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

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

17

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

17

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 Upload

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

9

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

9

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 Upload

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students, 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 the academic support provided to students, in not more than 100-200 words.

The curricular needs of the learners are identified, assessed, analyzed and catered at different phases:

i. Principal Interview

ii. Faculty Interview and Document verification : strengths and weaknesses of the students are identified

iii. Learner Profile with Demographic details

iv. Through mentoring and academic counselling

v. Subject wise Entry Level Test: Subject knowledge of the learner in each subject is identified through the entry level test.

Writing Reflective journal for the following:

1. Micro teaching session
2. Criticism classes
3. Induction - 1 supervisions
4. Peer evaluation
5. Internship-3 levels of supervision
6. Preparation of vision, mission statement
7. SWOT analysis

The institution provides opportunities for developing all the teaching competencies such as content competency, contextual competency, concept competency, transactional competency, management competency and evaluation competency through variety of activities throughout the programme.

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

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

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

2.2.4 - Student-Mentor ratio for the academic year
13:1
2.2.4.1 - Number of mentors in the Institution
17

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, 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 each programme in not more than 100-200 words.

Teachers adopt multiple approaches in teaching learning to develop 21st century skills among students. Workshop is given to prepare innovative teaching learning aids. Student teachers undergo micro teaching session help in developing teaching skills. Research and extension activities are done with social commitment also gives firsthand experience. Students take classes using innovative strategies and technique as part of their pedagogy. Action research helps to solve immediate problems. Diagnostic and remedial teaching during school internship Preparing and administer self-assessment tool in school. Brain storming and other innovative strategies are used to generate fresh ideas and to nurture creativity.

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

18

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.stjosephcte.in/iqac/ict-resources/ict-resources-used-by-teachers/
Any other relevant information	No File Uploaded

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

219

File Description	Documents
Data as per Data Template	View Fi
Programme wise list of students using ICT support	View Fi
Documentary evidence in support of the claim	View Fi
Landing page of the Gateway to the LMS used	View Fi
Any other relevant information	View Fi

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

Four 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/iqac/ict-resources/ict-resources-used-by-studen
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in stu 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 education and life

St. Joseph College of Teacher Education for Women, Ernakulam provides a mentoring program to student teachers Mentor -mentee are paired to prov guidance, advice, and support at least twice in a semester. Initiatives college assemblies, club activities, and social projects Collaborative in groups to promote teamwork and cooperation among trainees. Initiativ like meeting different types of pupils, visiting homes for the mentally impaired, and special schools, mentoring for differently abled students Kukoo apps and language labs available for blind students, Code of cond

orientation given to maintain conduct of self, Current information rich seminars are continuously conducted for the updating of mentees.

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

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 I
Documentary evidence in support of the selected response/s	View I
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View I
Any other relevant information	No Fi Uploa

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

Case 1 - Portfolio preparation for enhancing creativity, innovative ski thinking skills

Portfolio is prepared for all the practical and practicum works.

- Sports meet
- classes on cultural heritage of India
- Club activities
- Extension activities
- Achievement tests
- Diagnostic tests
- Preparation of self-assessment tool
- Peer evaluation
- Yoga and Aerobics lessons for the all-round development of the stud
- 50 subject-based lesson plans, and 2 lesson plans for the developme
Language Across Curriculum,

Case 2 - Community Living Camp for enhancing empathy and life skills

- The activities included in the camp were Cleaning Drive,
- Visit to School for Children with Special Needs,
- Safety Drills etc.
- These activities aided in the instalment and the development of var skills including creativity, innovative thinking, life skills, soci skills, cognitive skills, empathy etc., successfully.
- Participation in the meetings of the Local Grama Panchayat as well the Mock-Parliament also helped in the development of communication,critical thinking skills among the budding teachers.
- By taking part in seminars and hands-on workshops on Safety Drills, based teaching-learning etc., the teacher trainees also were equipp with knowledge and experience to withstand real-life challenges tha may face in the day to day lives in both personal and professional

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View :
Documentary evidence in support of the selected response/s	View :
Reports of activities with video graphic support wherever possibl	View :
Any other relevant information	View :

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

Ten/All of the above

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

File Description	Docum
Data as per Data Template	View
Reports and photographs / videos of the activities	View
Attendance sheets of the workshops / activities with seal and signature of the Principal	View
Documentary evidence in support of each selected activity	View
Any other relevant information	View

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	Docum
Data as per Data Template	V E
Details of the activities carried out during the academic year in respect of each response indicated	V E
Any other relevant information	V E

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	Docum
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Data as per Data Template	View
Samples prepared by students for each indicated assessment tool	View
Documents showing the different activities for evolving indicated assessment tools	View
Any other relevant information	View

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	Docume
Data as per Data Template	View
Documentary evidence in support of each response selected	View
Sample evidence showing the tasks carried out for each of the selected response	View
Any other relevant information	View

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

File Description	Docur
Data as per Data Template	View
Documentary evidence showing the activities carried out for each of the selected response	View
Report of the events organized	View
Photographs with caption and date, wherever possible	View
Any other relevant information	View

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

All of the above

File Description	Docume
Data as per Data Template	View
Samples of assessed assignments for theory courses of different programmes	View
Any other relevant information	View

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 v with respect to the following: Selection/identification of schools for internship: participative/c request Orientation to school principal/teachers Orientation to students going for internship De role of teachers of the institution Streamlining mode/s of assessment of student performance E to variety of school set ups

St. Joseph College of Teacher Education for Women, Ernakulam, conducts sixteen-week school internship for second-year student teachers. The pr involves school selection within a 40 km radius, securing permission fr Ernakulam and Aluva, and obtaining consent from school principals. An orientation for both principals and teachers, as well as students, emph academic commitment. Guide teachers from the institution support traine during the internship, assisting in classes and lesson plans. Assessmen includes an observation schedule and peer evaluations. Exposure to dive school setups in activities enrich trainees' academic skills. Additiona one-month induction prepares students for the field reality.

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

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

107

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

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

Nine/All of the above

experience/exposure Preparation of progress reports

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Desc 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, teachers and peers.

The institution ensures effective school internships through key measur

1. Encouraging active engagement in all school activities.
2. Providing clear instructions on the first day.
3. Allocating extra time for practical work.
4. Appointing senior faculty as supervising teachers.
5. Offering written feedback after five classes.
6. Conducting an overall performance assessment.

Teacher educators supervise groups, observe classes, and provide immedi feedback. The school principal manages standards, schedules, and overall intern performance. Supervising teachers guide interns, assign tasks, a provide regular feedback. Peer students collaborate, observe, and enhan each other's teaching. School students assess trainee teachers at the program's end.

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

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

All of the above

File Description	Docu
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	V E
Two filled in sample observation formats for each of the claimed assessors	V E
Any other relevant information	V E

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	Documen
Format for criteria and weightages for interns' performance appraisal used	View
Five filled in formats for each of the aspects claimed	View
Any other relevant information	View

2.5 - Teacher Profile and Quality

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

19

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

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

15

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 Upload

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

227

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

227

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

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. Share information with colleagues and with other institutions on policies and regulations

Teacher's put effort to keep themselves updated professionally through

1. In house discussion on current development and issues in education
1. Regular discussions after morning assembly on current developments issues in education
2. Professional development sessions specifically focused on updates in educational policies and regulations.
3. Staff meeting sessions give opportunity to get enlightened through discussions on various topics
4. They participate in the seminars and workshops conducted in the campus
5. Staff are encouraged to write articles in College Journal 'Edufocus'
6. Staff are informed on the list of seminars and workshops conducted in advance

2. Share information with colleagues in other institutions on policies and regulations

1. Annual gathering of 'All Kerala Training College Teachers Association'
2. Attend seminars and workshops and jointly publish papers.
3. Sharing knowledge about different aspects of teaching with St. Peter's College, Kolenchery.
4. Collaboration with other institutions
5. Publications in UGC Care List Journals, UGC Approved journals and Proceedings
6. Organizing and Participating in Subject Teachers Consortia
7. Membership in professional networks
8. Work as resource persons
9. Office bearers in organizations
10. Membership in professional /academic bodies

File Description	Documents
Documentary evidence to support the claim	View File

Any other relevant information	No File Uploaded
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2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution. Details of the Continuous Internal Evaluation in the institution highlighting its major components more than 100-200 words

Affiliated to Mahatma Gandhi University Kottayam, KERALA, St. Joseph College of Teacher Education for Women Ernakulam strictly adheres to the evaluation pattern recommended and approved by the University Curriculum. Continuous Internal Evaluation is envisaged, implemented and monitored in the institution. Examination Committee was formed for the academic year 2022 before the commencement of academic year and Evaluation Guidelines 2022 and Examination Calendar was prepared by the Examination Committee in the institution. St. Joseph College of Teacher Education for Women Ernakulam, an affiliate to Mahatma Gandhi University, enjoys restricted freedom to design the mode of evaluation. Exam Committee is in function in the college which improvises and tailors made and monitors the measurement tools and ensures Continuous Internal Evaluation (CIE) in the institution as it is transparent, psychological and robust practice. For each course of all programmes, B.Ed., M.Ed. and Ph.D. there are both CIE during the semester and an external evaluation at the end of the semester. Portfolio-based Assessment is followed as an innovative practice for Continuous and Comprehensive Evaluation.

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

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

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

Internal assessment shall not be used as a tool for personal or other t vengeance. A student has all rights to know, how the teacher arrived at marks. In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level if grievance is not addressed at the lower level. Level 1: Dept. Level: department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members. Level 2: College Level committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members. Level 3: University Level: Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub- committee on Students Discipline Welfare, Chairman- Board of Examinations as members and the Controller Examinations as member secretary. At the college level, students may approach the course coordinator to voice their grievances regarding academic matters, health services, library and other services. Any form of discontent or dissatisfaction on the part of the students can be informed.

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

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 keeping in mind the major events and total number of working days, adhering to the regulations of NCTE. Depending upon the number of courses, the dates for internal and external examinations are earmarked. Two internal tests are conducted during every semester. The other modes of practicum are left to the individual teacher educator who conducts them during their class hours as per the convenience. The teacher educators are expected to submit the evaluation record containing the details of marks, awarded to the students in the sections of internal test and practicum within the stipulated date by the controller of examinations. In regard to the assessment of teaching competency, the dates for the conduct of external and internal practical commission, mentioned in the calendar are very much followed except for valid reasons. Internal assessment of teaching competency, done before the external practical commission, is completed within two days with proper allocation of students and teacher educator.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLO. 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 St Joseph College of Teacher Education for Women, Ernakulam, is dedicated to aligning its teaching and learning process with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) specific to teacher education. The college ensures a structured approach to developing and reviewing PLOs and CLOs. In the "Pedagogic Dimensions" course, students apply learned knowledge and skills by developing subject-specific lesson plans, aligned with the process of designing and implementing effective instruction. "Contemporary Indian Education" fosters an inclusive learning environment, while "Childhood Growing Up" explores cognitive and emotional development. "Developments in Educational Resources In Educational Technology" equips students with awareness and skills in educational technology.

Postgraduate and research programs emphasize critical thinking through independent research projects. Internal evaluations, comprising theoretical and practical components, assess knowledge, comprehension, application, and skill development. Tests confirm program objectives, evaluate critical thinking potential, and ensure understanding and communication skills. Practical sessions assess desired outcomes through individual and group activities. This approach cultivates critical thinking essential for educational leaders and researchers, aligning PLOs and CLOs with internal evaluations to ensure comprehensive education.

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.

At St. Joseph College of Teacher Education for Women, Ernakulam, our BE program is designed for continuous improvement, aligning with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). We meticulously monitor students' progressive performance, emphasizing professional and personal growth. Our curriculum integrates microteaching sessions, induct

and internships, providing practical teaching experience in controlled real-world settings. Social projects associated with core courses instill a sense of community commitment, while psychology case studies enhance understanding of diverse child psychology. Value education projects foster ethical values, and technology-driven initiatives like blog creation prepare students for a tech-savvy teaching environment. This comprehensive approach ensures a holistic development of our educators. St. Joseph College is committed to producing well-rounded, socially conscious, and technologically adept educators who contribute meaningfully to the field.

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

107

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during the year	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 tasks reflect the performance of students reflect their initially identified learning needs in not more than 100 words.

St Joseph College of Teacher Education for Women, Ernakulam has designed rigorous assessments which are in alignment with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) to gauge the extent to which students' educational requirements are being met. The needs are observed through need assessment test and Regular formative and summative assessments are employed to track student progress, allowing us to identify areas where additional support may be required. The feedback obtained from assessments informs our ongoing efforts to tailor teaching methodologies and support mechanisms to better cater to individual learning needs. This data-driven approach not only contributes to the continuous improvement of our programs but also ensures transparency and accountability in our educational practices.

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 Upload
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 Upload

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	View File
Copyrights or patents filed	No File Upload
Any other relevant information	View File

3.2 - Research Publications

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

3

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	View File
Any other relevant information	No File Upload

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
• First page of the published book/chapter with seal and signature of the Principal	View
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	View
Any other relevant information	No File Upload

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

39

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 Upload

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	View
Report of each outreach activity with seal and signature of the Principal	View
Any other relevant information	View

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

198

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

198

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 Upload

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to 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 words.

The diverse outreach programs organized in our college serve as catalysts influencing and sensitizing our students to pressing social issues while actively contributing to community development. These initiatives instill a sense of responsibility and empathy among students, fostering a deeper understanding of the challenges faced by various segments of society. Engagement in activities such as the Food Distribution Drive, Environment Restoration, and Sustainable Energy Outreach not only provides hands-on experience but also cultivates a heightened awareness of societal needs. Participating in Awareness Campaigns against drugs and promoting good habits, students become advocates for positive behavioral change, impacting both their peers and the wider community. The emphasis on education, through donations, class libraries, and tutoring programmes, demonstrates our commitment to empowering future generations. Through these programmes, students actively contribute to addressing issues such as hunger, pollution, and health, showcasing the transformative potential of community engagement. These experiences not only enrich academic learning but also nurture socially responsible individuals poised to contribute meaningfully to society. In essence, our college's outreach endeavors serve as invaluable tools for holistic education, fostering a generation of socially conscious and community-oriented leaders.

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	View File

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

7

File Description	Documents
Data as per Data Template	View File

Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Upload

3.4 - Collaboration and Linkages

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

8

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

8

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 Upload

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

19

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 Upload

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

All 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 Uplo

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution is equipped to support academic, co-curricular, and extra-curricular activities. It functions in two blocks— the Sanjoe Block and Heritage Block . Academic facilities include 4 smart classrooms, 10 ICT enabled classrooms, a multipurpose hall, 2 seminar halls, and a Research Block. Laboratory facilities comprises of an ICT lab with 25 computers, Physical Science and Natural science labs, and a Psychology lab. The library is equipped with ILMS, KOHA and D-Space and can accommodate 150 student features a vast collection of educational resources. The entire campus is Wi-Fi enabled. The student-computer ratio 4.5 :1, and academic software such as Plagiarism Checker X2023. Facilities for differently-abled students include lifts, ramps, Wheel chair, and specialized reading tools.

Beyond academics, the college provides cultural and sports facilities, including an auditorium, multipurpose hall, playground, fitness center, access to the playground of the model school and Rani Matha Public School through MoU. Psycho-social support includes a counseling room, a health and yoga and spiritual consciousness centers.

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

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

17

File Description	Documents
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	No File Uploaded
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4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in

69.96510

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 words.

St. Joseph College of Teacher Education for Women in Ernakulam embraced library automation in 2019 through the implementation of KOHA, a leading open-source integrated library system. Since its implementation in 2019 library at St. Joseph College of Teacher Education for Women has undergone transformative automation process using KOHA, operating on Version 19.05.01.000. Accessible through the link 192.168.1.84, this system efficiently manages a diverse collection, encompassing 19,120 books, 66 theses, 450 videos/CDs, 371 encyclopedias, and serials. The automation extends to various features, including seamless circulation of books to and B.Ed students, ensuring a streamlined borrowing process. Patron Management tools maintain a comprehensive database, while the Gate Entry System monitors library usage. Additionally, the system facilitates Patron Card creation and offers robust Reporting Tools, enhancing administrative capabilities. St. Joseph College's library automation with KOHA represents commitment to modernized and user-centric library services, optimizing resource utilization for both students and faculty

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
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently. Give details of Gateway for remote access to library resources used by teachers and students in more than 100 - 200 words

St. Joseph College of Teacher Education for Women has facilitated remote access to its library resources since 2019 through DSPACE, offering students and teachers a user-friendly platform. College utilizes DSPACE accessible through the URL <http://192.168.1.84:9090/jspui/> since 2019. Digital repository organizes academic content into communities and collections, providing an efficient platform for resource management. Communities include the Department of English Education, Malayalam, Mathematics, Natural Science, Physical Science, General Education, and of Education. This structured approach ensures easy navigation and retrieval of academic materials for both students and teachers.

The integration of Calibre <http://192.168.1.48:8080/> from 2022 further enhances the digital reading experience, providing additional options for accessing and managing e-books.

Additionally, a Google Site page, implemented in 2022, <https://sites.google.com/view/sjctewlibrary/josephites-resource-hub> serves as an accessible gateway for remote access, centralizing information and linking to various library resources. This comprehensive approach to remote access empowers both students and teachers to seamlessly explore, retrieve, and utilize the institution's academic materials, fostering a flexible and modernized learning environment.

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

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 /membership in the name of institution	View File
Any other relevant information	No File Uploads

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

2.46855

File Description	Documents
Data as per Data Template	View

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
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

920

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	
Any other relevant information	View File

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

All of the above

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

4.3 - ICT Infrastructure

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

St. Joseph College of Teacher Education for Women has made remarkable steps in incorporating Information and Communication Technology (ICT). The institution features a well-equipped ICT lab with 25 computers, utilize B.Ed, M.Ed, and research scholars. Additionally, 4 smart classrooms, 2 seminar halls, and a multipurpose hall are equipped with smart boards a

active inspire software. 10 classrooms have ICT facilities. Student Com ratio in the institution is 3.5:1.

Wi-Fi connectivity has been expanded from 10 mbps to 300 Mbps with a st IP in 2022. The library is fully automated with KOHA and D-Space. N-lis KUKU FM audiobooks facility is also available. Plagiarism X software is available. Library provides reprographic center to support the printing scanning needs of the library users. The institution has ERP and G-suit CCTV cameras ensure campus safety. For developing e-content studio faci such as, teleprompter, handy cams and free software for editing are pro The college has a biometric attendance system and website of the instit is also updated regularly. Softwares like Tally, Comptes and Exact are for administrative purpose.

File Description	Docun
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View
Any other relevant information	View

4.3.2 - Student - Computer ratio during the academic year

3.5:1

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

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

C. 250 MBPS - 500MBPS

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

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

Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@stjosephcollegeofteachered8354/play
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@stjosephcollegeofteachered8354/play
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)

35.244

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

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

systems and procedures for maintaining and utilizing physical, academic and support facilities in more than 100 - 200 words

St. Joseph College of Teacher Education for Women has a infrastructure maintenance policy to ensure efficient utilization and upkeep of its facilities. The Infrastructure Maintenance Policy aims to ensure compliance with government regulations and safety standards, extend equipment long through preventive measures, systematically maintain assets based on need to promote sustainable practices, prioritize cost-effective decisions, and establish transparency.

The institution emphasizes resource sharing, allowing external entities access to seminar halls, auditoriums, classrooms, playgrounds, library, parking areas. Regular audits of classrooms are conducted by class in charge and repairs or modifications are reported directly to the Bursar.

The purchase of resources follows specific guidelines. The Library committee decides upon the purchase and upgradation of Library Resources. The institution encourages energy-saving practices for the purchase of ICT resources. It is mandatory to get approval from the Management Council for infrastructure upgrades exceeding Rs. 50,000. Responsibility of maintaining and upgrading lab is with the optional teachers they must upgrade the equipment and materials required for the respective labs before the beginning of new academic year. Cash transactions are not allowed for purchases of Equipment beyond Rs.10000.

This holistic approach ensures compliance with regulations, cost-effectiveness, and sustainable maintenance practices.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.stjosephcte.in/iqac/maintenance-document/
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
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Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	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

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

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	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary

Five or more of the above

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)

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	No File Uploaded
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
84	107

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).

11

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)

96

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 Uplo

5.3 - Student Participation and Activities

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

The institution ensures the active participation of students in the eff functioning of the college by providing different platforms like the Co Student Union Council, Subject Associations, Committees and Clubs.

Student Union Council

The Student Council holds meetings periodically to plan and conduct var student-oriented academic, cultural, literary, and other activities alo with celebrations of different days and festivals for the progression a development of the institution. The Union also ensures student particip in all the socially committed programs of the college. The Student Edit under the guidance of the faculty staff editor takes the initiative for publication college magazine every year. For the academic year 2022-23 Student Union Council spearheads the publication of the college magazin 'Heartstrings'. The Student Council also organizes arts fest and annual sports meet.

Subject Associations

Each optional has an association headed by a President, student secreta treasurer, and editor who co-ordinates the various activities observanc National / International days.

Representations in Academic & Administrative Bodies of the Institution

The student IQAC representative selected from B.Ed. students act as the mediator between the IQAC and students to ensure the free flow of ideas the advancement of curricula and student-centric activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	View Fi
List of students represented on different bodies of the Institution signed by the Principal	View Fi

Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Upload

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

28

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	No File Upload
Any other relevant information	No File Upload

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 development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Josephites Alumnae Association (JAAN) is registered and functional. JAA plays a crucial role in the development of the institution with its supporting activities and building strong bonds between alumnae, staff, students. The association enables alumnae to participate and contribute 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 a interaction between the Alumnae and students really motivate the students orient them 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 help to students who are financially backward. They also communicate to the outside batch of students about the upcoming vacancies in their schools or in other educational institutions especially during Covid -19 situation.

By engaging in these activities, JAAN 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	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

3

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

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

The ways in which our Alumnae Association (JAAN) acts as an effective support system for this institution are given here.

- 1. Mentoring and Guidance:** Mythri is the Alumnae mentoring system of this institution. Alumni members who are working in practice teaching schools are supporting the student teachers of our college are supporting for practicing teaching. The Placement Cell of our college is utilizing

service of our alumni to offer career guidance to the students and communicate opportunities for employment in their schools. They contribute towards organizing demonstration classes, classes on res methodology, and SUPW classes.

2. Alumnae as Role Models: Our Successful Alumnae who have excelled in respective fields serve as role models for current students. They motivate freshly enrolled students.
3. The Awards constituted by the Alumni to the best Performers: our Al Association is giving Awards (cash awards and certificates) to the Performers of the college. These awards were distributed on the Alu Awards Day every year.
4. Fundraising and Institutional Development: Our Alumnae associations actively participate in fundraising initiatives of the institution various extension activities carried out by the institution like HO They themselves contribute to these noble causes.

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

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 participatc 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, st and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 2 words.

The vision and mission statements of St. Joseph College of Teacher Educ for Women drive's the college's strategic planning, and gets reflected informed decision. We are dedicated to cultivating a diverse and inclus learning community where collaboration, creativity, and critical thinki fostered. Through research-driven pedagogy and hands-on experiences, we to develop compassionate educators who positively impact their students lives and contribute to the advancement of education as a whole.

Governance of the institution The Managing Council is the apex body. Th Governing body constituted by the University, concerns with policy maki setting framework for implementation of the proposed goals and finalize strategic plan. The principal is the executive Head of the Institution entrusted with the responsibility of managing the day-to-day affairs of college with the help of staff council. Strategic plan is framed by the and approved by the Managing Council. Its procedures are discussed in t college council. Faculty members are in-charge of different committees bodies. The IQAC sees to it that the vision and mission of the institut reflected through the working of various cells and committees.

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

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 10 words

For effective leadership decentralization and participative management following bodies are constituted:

1. Governing Body
2. Internal Quality Assurance Cell
3. Curriculum Transaction Planning Committee
4. Staff Council
5. Finance Cum Purchase Committee
6. Examination Committee
7. Admission Committee
8. Research Committee
9. Library Committee
10. Scholarship Committee
11. Student Council
12. Grievances Redressal Cell
13. SC/ST Monitoring Cell
14. Anti ragging Cell
15. Internal Compliance Cell
16. Placement Cell
17. Parent Teacher Association
18. Alumnae Association

Constitution of committees:

The Institutional Policy Document of the college details the various bodies to be organised for a democratic discharge of duties. The staff council decides upon the members of the various bodies and care is taken to have fair representation of all the faculty and non teaching staff and a representation of students in the various bodies. . The functions of every committee is detailed in the Institutional Policy and the Principal the college oversees the activities of various committees and cells.

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

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 College prepares budget for every economic year. Before preparing the budget the secretary of financial committee collects the list of requirements from staff council. Then the finance committee identifies the urgent requirements and discuss with Principal and Manager of the college. and finalise the necessities. The Finance Committee recommends to the Principal to allocate funds for the college. All accounts of the college are audited by Chartered Accountants and internal experts every year. Colleges conduct internal financial audit on 30/05/2023. The audited financial statements were then made available to the staff council.

Academic and Administrative transparency

Admission of students is done online through centralised allotment process (CAP) of Mahatma Gandhi University. Academic audit and administrative audits are done annually. The staff council and IQAC meetings are regularly held and take decisions on important matters. Financial transparency fosters trust and accountability within the college community and promotes responsible financial management.

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

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 directional plan for accomplishing its long-term goals and objectives, which is rooted on the institution's vision, mission and core values. The strategic plan for the year 2012 - 2022 was modified on the basis of NEP 2020 and identified the

following initiatives should be included in the new strategic plan for year 2022-2032.

- Introduction of more Value-added courses
- Implementation of Enterprise Resource Planning (ERP)
- Implementation of Integrated Teacher Education Programme (ITEP)
- Attainment of Autonomous Status

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

Implementation of Enterprise Resource Planning (ERP)

In the academic year 2022-2023, the institution implemented a Cloud-based Centralised Campus Management System - ERP. This was made possible through formal agreement signed with Mastersoft ERP Solutions, headquartered in Maharashtra, on December 12, 2022. The first meeting with Master soft regarding ERP was on 4th January, 2023. The training sessions on ERP started from March 2023. The Microsoft ERP app was installed in the mobile, the dashboard was familiarised and the Training on Attendance and Interactive Teaching Learning Experiences (ITLE) Module completed. During the month April and May, data migration, training on feedback and implementation attendance was completed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stjosephcte.in/iqac/strategy-plan-document/strategic-plan-document-2022-2023/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policy administrative setup, appointment and service rules, procedures, etc. Describe the functioning of 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. 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 the Kerala Service Rules (KSR) and regulations and statutes of the Mahatma Gandhi University are followed by all employees. The organizational structure is centrally managed and supervised by the Managing Council. The principal is entrusted with the responsibility of managing the day-to-day affairs of the college.

The institution has a well-defined administrative structure and policy guidelines that govern its effective functioning. The functioning of the

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

File Description	Documents
Link to organogram on the institutional website	https://www.stjosephcte.in/about/organizational-chart/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meet implementation of their resolutions / decisions Describe one decision based on the minutes of 1 meetings of various Bodies / Cells / Committees which is successfully implemented in not more 100 - 200 words.

IQAC : In the IQAC Meeting held on 13/08/2022 the need for Infrastructure upgradation was discussed and a committee to be formulated for the same decided . the Infrastructure Upgradation committee was formulated comprised of the following as the members - Principal (Dr Alice Joseph) , Bu Dr Sicily A A) , IQAC Coordinator(Dr Josephine Joseph) , Office Superintendent (Sr Jessy M A) , 2 Faculty members (Dr Soya Mathew, Dr C George) and an Engineer (Miss. Katherine Chakiyath). The committee go together and submitted the request to the management to release funds for infrastructure up gradation.

Research committee : the meeting of the research committee held on 25/0 discussed the inauguration of Research center , which was held on 11/0

Curriculum Transaction Planning Committees : the meeting held on 09/11/2022 decided to modify the Academic calendar based on the Academic

calendar of the Mahatma Gandhi Univerity, Kottayam , (ref .Academic Cal from the University dtd. 28/08/2022 & Academic calendar from the Univer dtd. 28/10/2022). the modified calendar was prepared and submitted to th Principal on 17/11/2022.

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 Uploa

6.3 - Faculty Empowerment Strategies

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

The Institution has a tradition of providing the necessary facilities a support to its employees which provide them the best ambience and work culture An unregistered staff welfare Association (Sanjoe Welfare Association) is functioning in the institution and it makes the arrange of welfare measures.

Academic and Professional Welfare Measures include

1. academic freedom for staff members to be deputed on duty for attend and Conducting the Seminars/ Workshops etc.
2. making available library resources, journals, online journals other materials required from outside the college for the staff to enrich content
3. encouraging Staff members to publish Research papers

Educational welfare Measures include

1. Preference to children of staff for admission to B.Ed courses
2. Admission Preference given to children of the staff for admission i management School
3. Educational assistance for deserving children of staff

Financial Welfare measures include

1. To provide the financial support for seminars and conferences.
2. Soft loans and help are provided to the needy staff.
3. Subsidized canteen facilities are provided for the staff.

Other welfare measures include

1. Vehicle parking shelter is available for staff
2. Free overcoat to non-teaching staff

File Description	Docu
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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	View File

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

16

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	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uplo

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

16

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 Uplo

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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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 no than 100 - 200 words.

The performance appraisal system plays a vital role in enhancing the qu of the institution. This system facilitates the institution to identify for improvement and provides opportunities for the professional growth development of its staff members. The institution strictly adheres to t guidelines set forth by the UGC for the minimum qualifications required the appointment of both teaching and non-teaching staff. The Performanc Appraisal System is useful in evaluating staff performance, enhancing motivation, analyzing individual strengths and areas for improvement, a ensuring better overall performance. Each faculty member's performance evaluated using the Performance Based Appraisal System (PBAS).The appra forms are filled by all teaching staff before completing that academic A standard format is used for all teaching staff members. The Principal responsible for reviewing the information provided by the Faculty Membe Likewise, the annual performance appraisal is given to all non-teaching members also. Their performance is evaluated by the Principal who asses their improvements and accomplishments throughout the year. This year t faculty submitted their performance appraisal in the month of April and

File Description	Docu
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	V E
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	V E
Any other relevant information	V E

6.4 - Financial Management and Resource Mobilization

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

St. Joseph College of Teacher Education for Women conducts internal and external financial audits on the financial transactions every year to e financial compliance. All financial accounts of the college are audited

Internal audit.

Internal auditor is appointed by the management of the institution for conducting audit . The auditor carefully verifies the income and expend details and the report of internal audit is submitted to the management any discrepancy is found, the same is brought to the notice of the management. The same process is being followed for the last five years.

External audit

The accounts of the college are audited by chartered accountant and gov auditors regularly as per the government rules. The auditors ensure the payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be at immediately along with the supporting documents within the prescribed limits. All these mechanisms exhibit the transparency being maintained financial matters and adherence to financial discipline to avoid default of funds or properties of the institution at all levels.

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 Upload

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

9.23798

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 Upload
Any other relevant information	No File Upload

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 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, Alumnae fund and Staff welfare fund are the important sources for mobilization of funds. The student development fund is utilized for conducting student enhancement program field trips, organizing workshops and also for practical records. The staff welfare fund is used to meet the developmental needs and the maintenance of the institution. The PTA fund is reserved for giving scholarship and financial assistance to the needy students. Alumnae funds are distributed to enhance the institution's physical infrastructure and facilities. Funds from Non-Governmental Organizations and philanthropists also serve as a financial resource for the institution.

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 Upload

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) of the college works for the continuous improvement of academic and administrative processes so as to ensure and enhance the quality of education provided to students. The following initiatives are undertaken to achieve its goals.

Teaching-Learning Methods: The ERP has been installed. Periodical check of the ICT resources and their functioning provided in the class rooms ensures the effective use of the same for the teaching learning process

Assessment and Evaluation: timely collection, analysis and reporting of feedback of the curriculum from its stakeholders was made. The Internal Assessment and Evaluation of the students is fair and certain is ensured through having a grievance redressal system in place. Feedback of the teacher's quality is also collected from the students. Self-Appraisal of teachers is taken care of.

Faculty Development: a total of 14 faculty development programmes were organised .

Research and Publications: faculty and students were encouraged to publish their research findings in reputable journals.

Infrastructure and Facilities: Upgradation of infrastructure facilities its modernisation was taken up

Internal and External Assessments: internal and external audits were undertaken to evaluate the institution's performance against set benchmarks

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 Upload

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 institution employs an organized approach to assess and enhance the Teaching-Learning Process. The Internal Quality Assurance Cell (IQAC) continually evaluates and implements measures to improve the quality of teaching and learning experience. An Academic Calendar is prepared well advance, displayed, and distributed in the institution, following to its schedule incorporating modifications as and when need arises. The IQAC conducts regular meetings with the faculty to assess the progress of the teaching-learning process throughout the year. The IQAC plays a crucial role in evaluating teacher performance by utilizing performance-appraisal mechanisms. This data is collected and analyzed to pinpoint areas where additional training or support may be needed to enhance the educational quality. The IQAC also undertakes the responsibility of conducting both Academic and Administrative audits annually. These audits serve as comprehensive assessments, evaluating the effectiveness and efficiency of academic processes within the institution. The IQAC also takes initiative to collect semester wise and exit feedback from students and confidential feedback of Principal regarding teaching learning process.

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

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

44

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

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

Four 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-2022/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.stjosephcte.in/iqac/aqar-reports/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• 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: D two examples to show incremental improvements achieved within the institution during the year 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

Quality assurance initiatives in academic and administrative domains are essential for institutions to monitor and enhance their performance. These initiatives involve systematic processes and measures to ensure that the institution is meeting predetermined standards and continuously improving various aspects.

Second cycle Example 1

Centre of Excellence for Research and Learning

Building on the success of the second cycle, the institution established a Centre for Learning and Teaching Excellence to provide ongoing support for faculty development. This centre facilitated cross-disciplinary collaboration, leading to the implementation of innovative pedagogical approaches across various departments. As a result, the institution observed a continued increase in research output, a rise in student engagement, and positive trends in academic performance indicators.

Second cycle Example 2

Collaboration for Quality Enhancement

To further strengthen research and innovation, the institution established collaborative activities with other institutions and research organizations. This strategic move facilitated knowledge exchange, research funding

opportunities, and collaborative projects. This exemplifies the institution's commitment to fostering a research-oriented environment and underscores the positive impact of quality initiatives in elevating its standing as a center for cutting-edge research and innovation.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements. The entire campus i.e. the Sanjoe Block, the Heritage Block, the College Hostel of St Joseph College of Teacher Education for Women powered by Solar energy produced by the solar panels installed by the Management in the year 2022 at a cost of 27 lakhs. Energy conservation practices are prioritized in purchase of electrical equipment's. Workshops train students in repair of electrical appliances was organized in June. Awareness Campaigns on Energy conservation were organized on 15th Decem at Sernakulam south railway station and at Kacheripady locality.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

The institution has a stated waste management policy which is binding upon the students, faculty and staff of the college. The students, teachers, faculty staff are conscientized to minimize waste and dispose them in appropriate color-coded bins. Segregated waste is then disposed off depending upon its nature. Bio gas plants and composting pits serve to dispose of wastes like food wastes and garden wastes. The animal house also helps in using the green waste from the gardens. The dry waste from the garden and sanitary wastes are burnt in the incinerator. Plastic wastes and other non-degradable waste is taken by Kochi Corporation. An MoU with ASPIRE Green to the disposal of E-waste. One-sided waste papers are put to use in offices for taking rough copy prints. E-documents are encouraged. Students are trained to convert waste into wealth. One-time-use plastic items are banned on the college premises. Lunch to be packed in lunch boxes instead of wrapping.

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

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

Four 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	No File Uplo

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

All of the above

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

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 cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

St Joseph College of Teacher Education for women, Ernakulam It strives to maintain a clean and green environment in tune with Swatch Bharath Abhiyam. The infrastructure and the campus is cleaned on a daily basis. The ministerial staff is entrusted with it. The students are also encouraged to keep their classrooms clean by sweeping and dusting their respective classrooms by taking turns for the same. Regular trimming and pruning of grass and plants prevents overgrowth. Washrooms are cleaned and disinfected daily. Physical hygiene is also taken care of. Value added course on Health Education towards Sustainable Wellness and on Home science, as well as by Medical Professionals on menstrual Hygiene help to create an awareness on Personal Hygiene. Plants and trees are planted and maintained regularly to provide fresh and clean air. Oxygen zone is maintained for students to study and rest and to get refreshed. Prospective teachers and staff are encouraged

green their classrooms and cubicles respectively. smoking is prohibited campus Student teachers engage in cleaning the neighboring places like Mangalavanam, Marine drive, Vanchi square, Govt. hospitals, Old age home etc. planting of mangroves in Mangalavanam is undertaken

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

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

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

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

1.42075

File Description	Documents
Data as per Data Template	No File Upload
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 more than 100 - 200 words

SJCTEW leverages local environment, locational knowledge and resources, community practices and challenges to form teachers who are inspiring, socially committed and responsible stewards of nature. Students teachers given opportunities to make use of the community resources like visiting Angan Wadis, Primary health centers, Institutions catering to the differently abled, Govt. Hospitals Orphanage, Children's Home, old age homes. Student teachers interview the local artist and renowned teachers the locality and get inspired. Filed Visits to places of historical

importance creates in them a sense of pride for their culture .Resource persons fro Mangalavanam forest epatments, Social Work fields help them develop love for nature and the marginalised.

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Cultural Eclecticism: Nurturing Sustainable Educators with Traditio Innovation

Objective :

To cultivate a new generation of teachers who seamlessly blend traditio innovation.

Context : , In this technologically driven era , amidst socially mobile preservation, promotion and transmission of cultural heritage, traditio values and eco ethics is at risk .

Practice : Enriched ICT Integration, Digital Storytelling, Community-Ce Sustainable Outreach, Values-Based Eco-Ethics, Academic Excellence, Cul Legal Awareness and Social Responsibility, Placement and Career Drives Cultural Immersion and Artistic Appreciation.

Evidence: The prospective teachers graduating from our college are glob employed.

Challenge: Age driven misconceptions among student teachers about modernisation and lack of realising the worthiness of the richness in o own culture and tradition.

2. Rising with Discipline and Diversity: Shaping Educators through Inspirational Mornings

Objective:

To instil discipline and nurture the holistic development of our studen teachers

Context: Need for cultivating educators who are academically proficient compassionate, culturally sensitive, and socially responsible which can attained by combining discipline with diverse elements such as cultural perspectives, philosophical reflections, and social awareness.

Practises : Prayer, Thought , News , Exercise, Pledge and National Anth

Evidence: Disciplined teachers reflecting leadership and organization s

Challenge: Conscientizing student teachers about the significance of as

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

7.3 - Institutional Distinctiveness

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

St. Joseph College of Teacher Education for Women stands as a beacon of distinctive excellence, guided by a legacy upheld by the devoted Congre of Mother of Carmel(CMC)in the field of education . The institutional distinctiveness of St. Joseph College for Teacher Education lies in the harmonious integration of discipline, values, academic excellence, and community engagement..

Josephites approach to Discipline and Values:

The Josephites approach is characterized by a nurturing discipline that not only to shape the behavior of our student teachers but also to inst

core values of righteousness, innovation, sustainability and excellence.

100% Pass Result Tradition:

A hallmark of our institution is the consistent achievement of 100% pass results. This remarkable feat is a testament to our rigorous academic standards, dedicated faculty, and the holistic approach to education

Outreach Programmes:

We design vibrant outreach programmes, connecting the college with the broader community and reflects our commitment to social service, imparting invaluable real-world experiences, nurturing a sense of empathy and civic responsibility among our student teachers.

As we continue to uphold the legacy of St. Joseph and the Congregation Mother of Carmel our commitment to moulding educators of character and competence remains unwavering, marking our institution as a distinguished centre for teacher education.

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