



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR
WOMEN**

KOVILVATTOM ROAD, ERNAKULAM, KOCHI 682035

682035

www.stjosephcte.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1957 St. Joseph College of Teacher Education for Women (SJCTEW) stands as a testament to academic excellence, having been then established under the prestigious Travancore University one of the pioneering 16 universities in India. Nestled in Ernakulam, our college has a legacy of several decades, dedicated to nurturing intellects and fostering educational growth in our region.

The College is under the management of the Nuns of the Congregation of Mother of Carmel, CMC. Recognized by NCTE and affiliated with Mahatma Gandhi University, Kottayam, since 1985. It holds accreditation under Section 2(f) & 12(B) of the UGC Act, 1956. The institution's inception aligns with the visionary ideals of its founder, St. Kuriakose Elias Chavara of CMC, who emphasized the pivotal role of educating and empowering women for societal advancement. Guided by this ethos, the CMC nuns have dedicated themselves to nurturing women's education for over a century and a half. SJCTEW has distinguished itself in the field of Teacher Education, having prepared women educators for the past 67 years.

SJCTEW is strategically located in the heart of Kochi, offering convenient access to key transportation hubs including the Kochi Metro Station, Ernakulam Railway Station, Ernakulam Bus Depot, and the Water Metro. Spread across 2 acres and 31.5 cents of tranquil grounds, the college boasts a unique blend of old and new architectural styles, exemplified by its Heritage Block and Sanjoe Block. With a total of seventy rooms, including washrooms, the campus features modern amenities such as four Smart Classrooms, ten ICT-enabled classrooms, two Smart Seminar Halls, a Multi-Purpose hall, an ICT Lab, and various Subject-specific Laboratories. Additionally, facilities like the Student Support Center, Library, Gymnasium, Auditorium, Yoga Center, Spiritual Consciousness Room, Canteen, and Hostel cater to diverse student needs. Notably, SJCTEW is committed to inclusivity, with facilities designed to support Divyangjan, including ramps, lifts, wheelchair-accessible washrooms with rails, and designated parking spaces. The user-friendly infrastructure and meticulously maintained campus create an ideal environment conducive to learning.

Decentralization of power is a hallmark of the institution, with various bodies and associations working collaboratively to realize its Vision and Mission. The functioning of IQAC since November 2003 has been instrumental in driving the institution towards excellence, with relentless efforts to propel it to new heights.

Vision

SJCTEW is deeply rooted in the philosophy of Excellence, Equity, Inclusiveness, and Expansion, as epitomized by the teachings of St. Kuriakose Elias Chavara. Embracing this vision, SJCTEW is dedicated to shaping educators who embody these principles, contributing positively to society while remaining true to their core values.

Vision: Keeping to the spirit of our founder St Kuriakose Elias Chavara we dream of forming empowered teachers who lead a life imbued in faith in God, realizing their full potential and passionately contributing to build a learned society rooted in love and unity.

Mission

Mission: The college strives for the integral liberation of women through life oriented education, transforming them to responsible citizens who respond proactively to the global challenges with courage and commitment, build a just social order, and be stewards of this universe as modelled in the person of Jesus Christ. . Guided by this ethos, the institution is steadfast in its mission to nurture JOSEPHITES – Just, Obedient to the will of God, Socially committed, Evolving, Patriotic, Hardworking, Inspiring Teachers who are also Enthusiastic Stewards of nature

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A heritage spanning over six decades.
2. One of the two Government - Aided Teacher Education Colleges in Ernakulam District.
3. Dedicated and nurturing management team.
4. Proficient and skilled faculty members.
5. State-of-the-art infrastructural facilities, regularly updated.
6. Efficient administrative staff ensuring smooth operations.
7. Implementation of Master Soft's LMS-ERP for streamlined management.
8. Tranquil and serene campus environment conducive to learning.
9. Strategic location near key transportation hubs including the Kochi Metro station, Ernakulam Railway Station, Transport Bus Station, and Water Metro .
10. Robust placement assistance through the Josephites Placement Services (JoPS) Placement Cell.
11. Affiliation with Mahatma Gandhi University, ranked 31st in NIRF (National Institutional Ranking Framework, 2021) by the Ministry of Human Resource Development, Government of India.
12. Serves as a University Examination Center for other Programmes too.
13. Center for Camp Evaluation for University Examinations.
14. High success rates of student teachers qualifying Teacher eligibility tests like KTET, CTET, and SET.
15. Active faculty participation in various Teacher Organizations and University Bodies.
16. Collaborations and linkages with numerous institutions for academic and research endeavors.
17. A supportive registered alumni association, JAAN.
18. Provision of Value-added Courses to enrich student learning.
19. Consistent cent percent results in University examinations
20. Full enrollment in UG programs, indicating high demand and student interest

Institutional Weakness

1. Insufficient funding for research projects.
2. Few faculty publications featured in UGC Care listed Journals.
3. Limited campus space.
4. Limited grounds for sports activities being centrally located.in Kochi City
5. Absence of Memorandums of Understanding (MOUs) with international institutions and bodies.

6. Lack of student exchange programs to facilitate global learning experiences.

Institutional Opportunity

1. Potential for accreditation, enhancing institutional credibility and recognition.
2. Opportunity for collaborations and consultancy projects, fostering academic and industry partnerships.
3. Potential for community engagement programmes, enriching social impact and outreach.
4. Possibility to function as a center for conducting training programmes, expanding educational offerings and revenue streams.
5. Abundant opportunities for placement, strengthening student career prospects.
6. Opportunity to evolve as an institution offering ITEP (Integrated Teacher Education Program) in alignment with NEP 2020, catering to evolving educational needs.
7. Potential for offering MOOC (Massive Open Online Courses), broadening access to quality education and attracting a global audience.

Institutional Challenge

1. Rigid Government rules and regulations.
2. Insufficient Government grants and funding for projects.
3. Restricted campus expansion due to limited land availability.
4. Addressing the demands for implementing NEP 2020 effectively.
5. Meeting the requirements of UGC Care listed Journals and Scopus indexed journals.
6. Securing funds for research endeavors.
7. ITEP courses allotted to Multidisciplinary Institutions alone.
8. Due to affiliation with a university, lack of autonomy in curriculum adjustments result in academic inflexibility.
9. Low enrolment rates in PG courses.
10. Brain drain, losing skilled individuals

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SJCTEW, affiliated with Mahatma Gandhi University, Kottayam, addresses the challenge of curriculum design by meticulously aligning it with its goals, core values, and local context. The Curriculum Transaction Planning Committee convenes before each academic year to craft the academic calendar, drawing insights from recent teaching and learning developments, technological advancements, and contemporary needs. Various bodies and committees, under the guidance of the IQAC and Curriculum Transaction Planning Committee, design academic and co-curricular programmes to meet Programme Learning Outcomes (PLOs) and Course Outcomes (COS). Adherence to the University Academic Calendar ensures consistency in course commencement, semester duration, and examination scheduling.

Value Added Courses are tailored to address gaps identified during curriculum mapping, while students are

encouraged to pursue Self Study Courses, supported by mentoring and facilities. Mid-course adjustments to the academic calendar facilitate effective implementation of planned activities. Curriculum implementation is monitored by the Principal, with semester-wise feedback solicited from stakeholders including students, teachers, heads of Teaching Practice schools, employers, and alumni. Feedback data is analyzed, findings communicated to the Curriculum Transaction Planning Committee and relevant bodies by the IQAC, for further action.

Furthermore, the institution's faculty actively participates in the Board of Studies, Curriculum Restructuring Committee, Faculty of Education, and Exam Vigilance Squad of Mahatma Gandhi University. Faculty members also assume roles as Chief Examiners and Zonal Chairpersons during University examinations, ensuring their contributions shape curriculum enhancements and assessment processes effectively

Teaching-learning and Evaluation

SJCTEW has a total intake of 100 students for the B.Ed Programme and 50 students for M.Ed Programmes annually, with consistent 100% enrollment for the UG Programme. The institution has a proficient faculty team, comprising 15 Ph.D. holders among the 19 permanent faculty, with the remaining four actively pursuing their Ph.D. degrees.

Employing a student-friendly, inclusive, and rigorous pedagogy, SJCTEW nurtures individual differences while shaping students into efficient, proficient, and reflective practitioners of the 21st century. The institution's pedagogy evolves to adapt to the changing times, exemplified by its swift transition to online tutoring during the COVID-19 pandemic and continued blended mode of teaching and learning. Faculty members blend traditional and modern teaching methods, utilizing LMS ERP Microsoft to create an active learning environment through both simulated and live training sessions.

The institution employs the JITECH (Josephite Integration of Technology for Enhanced Classroom Harmony) framework to develop students' ICT skills, engaging them in blog creation, familiarization with ICT tools and software for teaching, preparation of ICT-based learning resources, and online assessment practices. Creativity, innovativeness, empathy, and life skills are fostered through student engagement in lesson plan preparation, teaching aids creation, and community engagement programmes.

Emphasizing inclusive education, SJCTEW practices inclusion in classrooms and equips students to do the same in schools through peer tutoring, cooperative learning strategies, seminars, workshops, debates, and brainstorming sessions. The institution ensures competency and skill development through meticulously planned orientations and internships, aligning methodologies with Programme Learning Outcomes (PLOs) and Course Outcomes (COS). Transparent assessment and valuation processes are maintained, with internal marks published and avenues provided for student grievances through the Examination Grievance Redressal Committee.

Mentoring is an integral aspect of the institution's support system, with dedicated periods allocated for mentoring sessions. The effectiveness of SJCTEW's teaching and learning process is evidenced by students' commendable performance in MG University Examinations, high placement rates, and success in qualifying teacher eligibility tests.

Infrastructure and Learning Resources

SJCTEW has a total built-up area of 614.87 sq. mt., encompassing two distinct blocks: the Heritage Block and the Sanjoe Block. These structures offer a harmonious blend of traditional and modern architecture, equipped with essential amenities to facilitate effective curriculum delivery and provide Divyangjan-friendly facilities. Notably, SJCTEW has made significant strides in technology advancement, with all classrooms being ICT-enabled and boasting Wi-Fi connectivity at a speed of 300mbps. Additionally, four classrooms are equipped with smart boards, while the multi-purpose hall, two seminar halls, and the auditorium are also ICT-enabled. Faculty and students enjoy free Wi-Fi access throughout the campus, including an open classroom concept.

The Faculty rooms at SJCTEW are well-lit, ventilated, and offer sufficient privacy, doubling as mentoring rooms when needed. The Library, with seating for 150 students, houses an extensive collection of 19,250 books, 33 journals, and magazines, supported by automated systems like KOHA, D-Space, N-List, QPMGBED, and Calibre for efficient management. Additionally, the institution boasts specialized labs for ICT, Physical Science, Natural Science, Psychology, and studio for e-content development.

Recreational facilities include a mini Gymnasium, playground, F's Court for Football, indoor court for Badminton, Chavara Square, and Lobby, complemented by designated Silent Zone and Oxygen Zone, a Vegetable garden, Herbal garden, Student Support Counseling Room, and Spiritual Consciousness Room. The infrastructure is designed with accessibility in mind, featuring ramps, lifts, and handrail-equipped washrooms for Divyangjan. Other amenities include a canteen, reprographic center, and parking space.

SJCTEW believes in community engagement, sharing its resources with neighboring schools and the local community. The institution also serves as an Examination Center for other UG Programmes of MG University, allowing access to its Library for research scholars and PG students from other universities and institutions.

A well-defined Maintenance Policy guides the use and upkeep of infrastructural facilities, overseen by the Finance Officer to ensure proper repair and maintenance procedures .

Student Support and Progression

SJCTEW is committed to fostering the holistic development of its student teachers, providing a nurturing environment conducive to their growth and well-being. Various initiatives are in place to address the diverse needs of students, including scholarships and freeships for economically disadvantaged students, counseling services, and mentoring opportunities. Additionally, group medical insurance and reduced-rate hostel facilities are available to those in need.

A comprehensive range of programmes is organized to cultivate essential professional skills, with career and personal guidance, communicative English training, ICT skills development, reflective practices, and research skill workshops integrated into the academic calendar. Expert resource persons are invited to deliver talks on topics such as legal rights, women's rights, menstrual hygiene, first aid, and family relations. Training sessions cover disaster management, organic farming, eco-friendly product preparation, yoga, drama, and theatre, ensuring students receive a well-rounded education.

Field trips, study tours, community living camps, and NSS activities further enhance students' sense of responsible citizenship. Various clubs and associations, including the Social Service Club, Eco Club, Women Cells, Health and Red Cross Club, and Optional Subject Associations, collaborate in organizing cultural programmes and commemorating important days. Students are actively involved in decision-making bodies and committees, with dedicated mechanisms in place to address grievances and ensure student safety, including

CCTV surveillance and a prescribed code of conduct.

The Josephites Placement Cell facilitates student placements. The Josephites Alumnae Association (JAAN) is a registered association and plays an integral role in the college community, contributing to welfare initiatives and organizing an annual Alumnae awards day. Alumni engage with students through demonstration classes and mentorship during induction and internship programmes, leveraging their expertise to support the next generation of educators.

Governance, Leadership and Management

SJCTEW is owned and managed by the Vimala Province of the Congregation of the Mother of Carmel, with a governance structure aligned with its Vision and Mission, fostering participation from all stakeholders. Led by the Educational Agency and the Principal for daily administration, the institution operates through various bodies and committees, each with clearly defined roles to ensure transparency in financial and administrative matters. Regular audits are conducted, and decisions are communicated effectively to all concerned parties.

A robust Strategic Plan, framed in 2014 for a ten-year period, outlines goals for Faculty Excellence, Infrastructure Augmentation, Research Culture, Academic Excellence, Eco-friendly Practices, and Cultural Integration Initiatives, are in alignment with the institution's Vision, Mission, Goal, and Core Values. Staff welfare measures are prioritized, with faculty empowerment initiatives including financial assistance for attending seminar, workshops, and professional development courses. Additionally training programs are conducted for administrative staff, and faculty are encouraged to participate in orientation and refresher courses to stay abreast of educational advancements.

Performance appraisal mechanisms are in place for both faculty and non-teaching staff, with annual confidential reports prepared by the Principal and Office Superintendent, respectively. Donations and funds received from benefactors and well-wishers are utilized for institution development, overseen by the Institutional Quality Assurance Cell (IQAC). Quality initiatives encompass faculty and student enhancement programmes, audits, feedback collection, analysis, and developing plan of action.

To support e-governance and learning management, SJCTEW has implemented ERP Master Soft. These systems aid in maintaining quality culture and facilitating efficient administration within the institution.

Institutional Values and Best Practices

SJCTEW stands as a guiding light in the realm of education, driven by a steadfast commitment to core institutional values centered on sustainability, ethical conduct, social responsibility, and technological innovation. The institution's ethos is deeply rooted in green practices, with a firm dedication to environmental sustainability evident in initiatives such as waste reduction, energy conservation, and promoting a paperless environment. These values are instilled in teacher candidates, ensuring they embody a sense of environmental stewardship in their future classrooms.

Powered by solar energy and implementing scientific waste management and water conservation practices, SJCTEW exemplifies a commitment to eco-conscious practices. The institution's code of conduct upholds the highest ethical standards, fostering a culture of integrity, respect, and professionalism among faculty, staff, and

students alike. This code serves as a guiding principle for all members of the institution and inspires aspiring educators to uphold similar values.

Social commitment is a fundamental aspect of SJCTEW's mission, as evidenced by its active engagement with local communities through outreach programs like HOPE (Harnessing Optimism and Potential through Education). Through service-learning initiatives, students contribute to community development, gaining practical experience while making a positive impact on the lives of others.

SJCTEW seamlessly integrates technological innovation into its curriculum through its JITECH framework, recognized as one of its best practices. Acknowledging the transformative role of technology in modern education, the institution equips students with the latest tools and methodologies, ensuring they are well-prepared to meet the evolving needs of 21st-century learners.

The institutional distinctiveness of SJCTEW lies in its commitment to nurturing women leaders who excel in their respective fields. Going beyond conventional pedagogy, the institution fosters critical thinking, creativity, and adaptability in its students. Graduates of SJCTEW emerge as not only skilled educators but also as inspirational leaders driving positive change in society.

Research and Outreach Activities

SJCTEW upholds a well-defined Research Policy and established Research and Extension Committee, serving as guiding forces for the college's research and outreach endeavors. Faculty members receive seed money for research purposes, including doctoral studies and projects, upon request. The institution encourages faculty and students to contribute to scholarly publications by organizing seminars, webinars, and organising interactive session on research, facilitating paper presentations and attendance at relevant events. Furthermore, SJCTEW publishes the peer-reviewed journal EDUFOCUS with an ISSN Number, showcasing scholarly achievements.

The instituion hs signed 33 MOUS and 13 linkages with Educational Institutions for reaearch, faculty exchange, student exchange, induction, internship and other collaborative programmes ensuring seamless operations.

SJCTEW recognizes its role in shaping educators who are sensitive and empathetic towards the socially disadvantaged and proactive in addressing social and environmental issues. The outreach activity "HOPE - Harnessing Optimism and Potential through Education" embodies this ethos through initiatives such as free tuition and summer camps, campaigns against social evils, audio book preparation for visually impaired students, free tuition for school students, celebrating Christmas with transgenders, and engagement with tribal communities. These activities instill social responsibility and emphasize the importance of education beyond institutional boundaries.Environmental stewardship is also a priority at SJCTEW, with student teachers engaged in green practices including plastic bottle collection, organic farming, mangrove plantation, cleaning drives, and energy conservation campaigns, nurturing them as stewards of nature.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN
Address	Kovilvattom Road, Ernakulam, Kochi 682035
City	Kochi
State	Kerala
Pin	682035
Website	www.stjosephcte.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Alice Joseph	484-2351695	9495793298	-	stjosephtrainingcollege@hotmail.com
IQAC / CIQA coordinator	Josephine Joseph	484-2371325	8590319868	-	drjosephinejoseph@stjosephcte.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Religious Christian
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	27-05-2009	View Document		
12B of UGC	27-05-2009	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	20-05-2015	108	the validity of the Recognition certificate is till the institution follows the regulations of NCTE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kovilvattom Road, Ernakulam, Kochi 682035	Urban	1.003248	4372.43

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educator,	24	Degree	English	100	100
PG	MEd,Masters In Education,	24	Post Graduation	English	50	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				12			
Recruited	0	0	0	0	0	4	0	4	0	11	0	11
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				2			
Recruited	0	1	0	1	0	1	0	1	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						14
Recruited	0		12		0	12
Yet to Recruit						2
Sanctioned by the Management/Society or Other Authorized Bodies						1
Recruited	1		0		0	1
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	5	0	0	9	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3	1	0		4

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Self Study Report of ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	100	0	0	0	100
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	50	0	0	0	50
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	16	17	17	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	5	3	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	4	2	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		17	26	22	10

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>For St Joseph College of Teacher Education for Women (SJCTEW), the Multi-Disciplinary /Interdisciplinary Approach envisaged in NEP 2020 is a stepping stone in her trajectory of growth as she visualizes herself as an Higher Education Institution continuing to disseminate knowledge empowering women to be exemplar teachers. SJCTEW is studying the feasibility of introducing Multidisciplinary courses in the institution with the available resources. It is also planning out ways of expansion to encompass at least a few degree courses in the Art stream along with Mathematics to begin with, so as to not be an extra burden to the Government or to the Management. The institution has sufficient</p>
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	<p>infrastructure to begin a UG programmes in the arts stream like Economics, History, Sociology, as well as Mathematics, the existing Computer lab and the Library can be utilized for the same and in the long run laboratories for Science Stream UG programmes will be added and programmes initiated. . SJCTEW is also open to merge with other Higher Education Institution in the neighbourhood through academic collaborations leading to multidisciplinary education and research. SJCTEW has organised a number of seminars and Faculty development programmes with eminent resource persons from the field of NEP, to equip its faculty to chalk out plans for moving onto Multi -disciplinary Interdisciplinary approach. The institution encourages the students to enroll in self study courses provided by SWAYAM</p>
2. Academic bank of credits (ABC):	<p>SJCTEW is affiliated to Mahatma Gandhi University, Kottayam and to get registered in Academic Bank of Credits the University must first get registered. The Institution is open to the system of ABC's and is ready to familiarize the students enrolled to avail of this opportunity . The institution will organize seminars and awareness classes to conscientise its students regarding the advantages of registration in ABC.</p>
3. Skill development:	<p>Skill development has always been the priority of St Joseph College of Teacher Education for Women as its Vision and Mission is to create proficient teachers who are globally accepted. Training in Academic skills and life skills are provided through a plethora of activities planned and executed in the curriculum.</p> <ol style="list-style-type: none"> i. Student teachers are trained in skills of teaching through the micro teaching sessions, link practice sessions and teaching practice. ii. they are trained in technological integration, skills for blogging using various apps for teaching and learning . iii. They are trained to receive and accept positive criticism via peer feedback during their criticism and practice teaching lessons. iv. They are trained in reflective thinking skills to be reflective practitioners. v. Skills of Healthy living via yoga training, training in stress free living. Menstrual Hygiene and First aid. vi. Equipping the students with art of managing Home via Value added courses Home Science . vii. Value Added Courses in Life skills to nurture their life skills. viii. Problem solving skills via projects , action research and case studies ix. Social skills via

	<p>community living camps study tours and field visits. x. Sensitivity to social issues by engaging in extension and outreach programmes like campaigns against drug abuse, energy conservation, discrimination against women. xi. training in repair and maintenance of home appliances xii. Green Practices, turning wealth into waste, cleaning the environment xiii. VENDEL Training Programme xiv. Skills for Counselling xv. Spiritual renewal programmes xvi. Trained in research skills by carrying out action research, projects, surveys, writing journal articles, reviewing journals, presenting papers in Seminars and conferences. xvii. Training in Drama and Theatre Art help student develop skills to integrate drama and theatre in pedagogy</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Student teacher are given freedom to communicate and write examinations in the language they are comfortable in. They are given the freedom to choose the Medium of Instruction during teaching practice sessions. Reading week is commemorated to preserve and transmit the state language Malayalam. Cultural activities upholding Indian culture is organized. Art fest, Food fest, celebration of festivals and days of National importance like Independence Day, Republic Day, Gandhi Jayanthi, Rashtra Ekta Diwas, Constitution day are all opportunities for integrating culture into the curriculum. Student teachers are also trained to take classes on Indian cultural heritage. Interview with Local Folk artist, visit to places of Cultural heritage, interactions with eminent persons from cultural and art background all help to root our students in Indian Knowledge system. Interaction with local people tribal folks also help in understanding the cultural diversity. Tours to places outside the state help to appreciate and understand the culture of other places. Theory classes on the Indian school of Philosophy, the various education commissions, and the diversity in school curriculum familiarizes the student teachers with the Indian Knowledge system. Integration of Drama and theatre with pedagogy also help in understanding Indian culture. Students are encouraged to enroll for self-study courses and certificate courses</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>St Joseph College of Teacher education for Women has designed Programme Educational Objectives and based on it the Programme Learning Outcomes and</p>

	<p>Course learning Outcomes were formulated through a workshop held in the institution. The PLOS and CLOS are made known to the student teachers and Teacher Educands during the induction programme . The Course learning Outcomes is familiarized to the students during each semester. The achievement is measured via the test papers and achievement tests . The student teachers are also notified about their expected outcomes of the practical works and are assessed accordingly. The outcomes of each activity undertaken by the student teacher are communicated to them and an oral feedback given to them.</p>
6. Distance education/online education:	<p>St Joseph College of Teacher Education for Women , Ernakulam has been using a blended mode of teaching leaning ever since the outbreak of the Pandemic. the value added courses are been provided to students mostly I the online mode. The campus is made wifi which enables our students to access resources available online. The faculty have prepared video lessons which are uploaded in the you tube and also in the LMS of the Institution. With the aid of Google classrooms and via google meet the idea of distance education and online education is materialized. The Library Resources at St Joseph of College of teacher Education for Women also has remote access.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes an Electoral Literacy Club is functioning in the college. The Principal, a faculty is in charge of it and the students Union are the executive members of it . The Social Science Optional B.Ed students are the members of the Committee.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes there is a Student coordinator and a Faculty in charge of the ELC and is functional. The ELC's is representative in character.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	<p>The ELC conscientise the High School students about their duties and responsibilities as an Indian Citizens, they hold mock parliaments during the community living camp to help students get a feel of the Parliamentary mode of involving in discussions and</p>

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>finalizing the decisions. They generate awareness about the need to cast their votes. the College Union election is conducted in the Parliamentary mode and the Students are familiarized with the process</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>St Joseph College of Teacher Education for Women, creates awareness in the High School students preparing them to be responsible voters as they turn 18 years of age. The Social Science Optional Student teachers also prepare both working model and still model of the electronic voting machine and familiarize the students with it. The election of the college Union is done in the Parliamentary mode which is familiarized to the student teachers and the teacher educands. SJCTEW encourages her teacher educands to undertake research studies related to democratic values. social issues like Creating Awareness on Cyber Crime among Secondary School students, enhancing Awareness against Child trafficking , awareness against Drug abuse , Geethopadesha to promote Citizenship Education, Awareness on Constitutional values. A study was conducted to see the influence of Student police Cadet programme for inculcating Human Values and Civic Values. Faculty also actively participate in the election duties whenever called by the Election Commissioner. The Faculty have published articles related to the topic and to mention a few; Effectiveness of Inquiry Method in Enhancing Democratic Values at Secondary Level, by Dr Hemaletha P K , Professor, M.Ed Department,</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students enrolled for the B.Ed and M.Ed Programme have completed their Graduation and hence are above 18 years of age. All of them are enrolled as voters in the electoral role. None of the students are otherwise, this is ensured during the admission itself. If any case ensue then the necessary steps will be taken to see to it the student gets enrolled. Seminars and classes are also arranged to equip the Student teachers and teacher educands regarding their responsibilities as citizens of India. Patriotism is also instilled through the conduct of daily Morning assembly and commemoration of important National Days .</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
218	218	212	206	214
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	27	27
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
107	108	100	104	107
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
107	108	100	104	107
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
116	111	113	104	109
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
19	16	16	17	19

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	19	19	19

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
114.073368	51.91424	45.17014	37.68585	21.78292

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 61

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The systematic procedure for effective Curriculum Transaction in St Joseph College of Teacher Education for Women (SJCTEW) involves the following:

1.Planning Curriculum Transaction and it's enrichment

The Curriculum Transaction Planning Committee (CTPC) of SJCTEW meets twice yearly to plan the delivery of Curriculum prescribed by the Mahatma Gandhi University, Kottayam, keeping to the vision of the institution, NCTE norms, the PLOs and CLOs and the Academic and Examination calendar of the University. The Year Plan, Academic Calendar of the institution, Course plans and timetable are prepared accordingly. **Recent developments in teaching and learning, technological advancements and the needs of the time is addressed** during the delivery of the curriculum. The following committees meet to chalk out the curricular and co-curricular programmes

Name of the Committee	Nature of Programme
Staff council	Academic and co-curricular
Examination committee	Assessment practices
Extension and Research committee	Extension and research based
student council and various clubs	Cultural, Sports, important days of commemoration
P.T.A	Welfare measures for students
Alumnae Association	Awards day, alumnae support in academic and extension activities
Certificate Course Committee	designing, implementing and monitoring Value Added Courses

2. Delivery of the Curriculum and adapting it to the local Context

- The community resources are pooled to **enrich the curriculum** by involving teachers, administrators, parents, students, community leaders and education experts of the locality in **its planning and delivery phase.**
- Theory classes are supplemented with **contextual and experiential learning** by **engaging students in visiting various welfare institutions** like Angan Wadis, Primary health centers, Institutions catering to the differently abled, Govt. hospitals, children's home, old age homes **of the locality.**
- **Interaction** with the **school teachers** are arranged for students annually before the commencement of school induction and internship programmes.

- Students are engaged in interviewing **the eminent personalities -teachers and artists to learn from their wisdom experience and expertise**
- **Leveraging on local resources field trips, surveys, projects** are organized for experiential learning.
- **student teachers are trained to be proactive to the social issues** like Drug Abuse, ,AIDS, Climate Change by engaging them in community based awareness campaigns.,flash mob, rally human chain etc.
- The college timings is adjusted to minimize rush during commutation, and blended mode of learning is introduced during the pandemic and floods.

3.Reviewing the Curriculum Delivery

Reviewing the curriculum delivery at SJCTEW involves the following:

- The **IQAC collects and analyzes the feedback** regarding the curriculum from students, teachers, teaching practice school heads, employer and University Practical Examination Board Zonal Chairperson visiting the college .
- **Review meetings are arranged** by the staff council at the end of each semester
- **Academic Administrative Audits** either by an internal or an external body is carried out annually by the IQAC
- The **Principal monitors** the daily delivery of curriculum.

4. Revising the Curriculum delivery

The CTPC revises the curriculum delivery plan at the start of each year and during the midcourse based on

- The **feedback received** on the last academic year **from stake holders and faculty** and **Semester wise** from the **students**.
- **Notifications from the University** regarding the **academic programme, Examination Calendar**.
- **Curriculum review reports**.
- **Suggestions and Grievances** received both formally and informally from the students, teachers and stakeholders.
- **Unforeseen situations** like natural disasters and pandemic.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View 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 Document
Any other relevant information	View Document
Paste link for additional information	View Document

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 5

1.2.2.1 Number of Value – added courses offered during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	7	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 70.88

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
203	202	243	97	12

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways

through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 76.87

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
198	115	218	192	98

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response:

SJCTEW has a meticulously planned system of Curriculum delivery to ensure the attainment of necessary skills, knowledge, values, attitudes and confidence by the students as they venture out to the teaching profession. The following aspects are taken care of while transacting the curriculum.

1.A Fundamental or Coherent Understanding of the Field of Teacher Education is provided to our students through a myriad of activities

- Induction is organized to familiarize the new entrants with the PLOs and COs of Teacher Education Programme.
- Well-arranged theory classes on Philosophical, Psychological, Sociological Technological and Pedagogical perspectives of education is arranged in the four semesters to ground our students in the art of teaching.
- the research skills required for a teacher, is developed in our students by engaging them in projects, surveys , action research, reviewing of journals, preparing articles and very specially by engaging the students of the M.Ed programme in conducting thesis
- Workshops Webinars, Seminars and Conferences at National and International level are organized on relevant topics and student's participation is ensured by enrolling them free.
- Seminars, workshops, Group discussions, brainstorming sessions and debates are conducted for gaining comprehensive view of the discipline
- students are provided opportunity to interview eminent teachers of their locality and gain from their experience.
- Classes on professional ethics , duties and responsibilities of a teacher are also arranged for the students in the fourth Semester every year .
- Value added Courses are designed and delivered at SJCTEW to help bridge the gaps in the existing Teacher Education curriculum and equip the students with the skills required for a 21st century teacher.

2.Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

- Hands on training in simulated situations are provided to develop teaching skills through micro teaching sessions and link practice in the first semester of the B.Ed Programme..
- Discussion on Lesson Plans, Demonstration classes and Criticism classes are arranged to equip our students for the school induction and internship programme
- Students are engaged in well-arranged Induction and internship programmes in the Secondary and Higher Secondary schools
- Students in the B.Ed Programme are engaged in peer evaluation during micro teaching, link practice, criticism classes and internship programme to develop the right skills of assessment and evaluation
- Students of the M.Ed Programme are engaged in Primary and secondary school observation and class observation of the B.Ed students to imbibe the skill of evaluation
- Special School visit for students is arranged to understand the differences in its functioning
- Seminars and Webinars on NEP, School Curriculum, diversities in School Curriculum and interaction with teachers from schools following different syllabus both India and Abroad are organized to expose them to different levels of school education
- Workshop on theatre and art education is arranged every year for student teachers to integrate art and drama in classroom teaching and enhance student learning
- Workshop on use of ICT tools and SUPW in the first Semester and teaching aids for student teachers in the third semester is organized to develop skills for preparing innovative teaching aids and effective instructional strategies for students across various subjects and grade levels.
- Student teachers are given hands-on training in the conduct of daily assembly, sports activities, art festivals, and fieldtrips, study tours and community living camp under the guidance of the teacher educator to hone their organizational skills and enhancing their ability to facilitate diverse extracurricular experiences for students.
- Every year training in documentary film preparation is provided for student teachers to equip them with multimedia literacy skills and enable them to create engaging educational resources

3.Capability to extrapolate from what one has learnt and apply acquired competencies

- The School Induction and Internship programme for the B.Ed Students and the school Observation for the M.Ed students serve as a rich platform for putting into practice what have learnt in the classrooms.
- Assessment practices involving peer evaluation, achievement test, diagnostic test, assignment correction of school students all provide rich experiences for applying the assessment practices students have learned in the theory class.
- Engaging our graduates in Conduct of Institutional Case Study, Surveys, Action research and Projects by B. Ed's, Dissertation by M. Ed's provide them with the opportunity to extrapolate the learned facts on research
- Students are assigned to conduct child study which provides them with the opportunity to apply the knowledge they have gained from the classes on Child Psychology.
- Students are engaged in set up libraries and laboratories in schools when they put into practice the knowledge they had received for the same from their theory classes
- Opportunities are provided to conduct school Assembly, Club Activities, Youth festivals, Exhibitions etc. in schools when students apply their organizational skills
- Multifarious assignments like - library work, newspaper documentation, blog presentations,

articles writing, reviewing journals, portfolio presentations, SWOT analysis, writing reflective journals serve as venue to apply the knowledge gained

4.Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- Value Added Course on Gender Sensitivity, Life skills, Communication skills designed by SJCTEW caters to develop skills and competencies of our students
- students are engaged in Contextual and experiential learning through visits to institutions catering to the differently abled, blind home, Govt. Children’s home , interactions with transgender which help to develop empathy and inclusivity and skills to effectively communicate with diverse individuals
- Opportunities are provided to students to conduct Morning Assembly, Arts day, Sports day, Talents day, Food fest and various club activities to nurture Emotional Intelligence and social skills
- Value Education Classes and talks by eminent personality are organized periodically develop emotional intelligence.
- Visits to Anganwadis, Primary Health Centers and interviewing the personals there develop critical thinking skills and they learn collaborate to address community the needs.
- The cleaning drives organized by SJCTEW cultivates in our students a sense of social responsibility.
- Reflective Journaling is an integral part of the curriculum at SJCTEW which develops in our students reflective thinking skills and Critical thinking skills.
- Students are provided opportunities to organize Community Living Camp, field trips , study tours under the guidance of a teacher in charge and this helps them to develop Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, competencies for Collaboration with others.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

St Joseph College of Teacher Education for Women, prepares her student teachers with a global perspective and familiarizes her students with the diversity in school system in India and abroad. Courses like - Contemporary India and Education and 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 of Secondary and Senior Secondary Education in the M.Ed Programme provides a theoretical background regarding Diversity in School System in India. The following activities designed by SJCTEW for curriculum transaction familiarizes our prospective teachers with:

1. Development of School System

- **Invited talks:** by experts on various educational policies is planned and delivered every year
- An **assignment on critical analysis** of Educational Policies is given to our students .
- Students are asked to **interviews an Eminent Teacher of their locality** to gain practical insights on their experiences, challenges, and successes in the educational system.
- **Group Discussions** on the **Indian Education system** down the ages is held.

2. Functioning of various Boards of School Education is familiarized through the following activities

Students are asked to:

- **make a comparative analysis** of the State and Private control of Education.
- prepare a **Case study of schools of the three Boards** (ICSE, CBSE and State Board) during the Induction Programme in B. Ed Curriculum

Interaction with Experts from DIET, SCERT of other states are arranged

Field visits to different types of schools and alternative education centers in the locality is arranged.

3. In order to understand the Functional differences among them

Interaction with Educators of schools of CBSE, ICSE and State and from abroad are arranged

Critical analysis of the existing curriculum at various levels Elementary, Secondary and Senior Secondary is an integral part of the pedagogy assignment

Content Analysis of Syllabus of State Board CBSE and ICSE to understand the differences in the approach of the three Boards of schools is provided to the students through peer tutoring sessions and seminars

Assessment systems:

Diversity in assessment practices is familiarized through

Classes on Modern Trends in Assessment and Evaluation and students are encouraged to see the same

Organising workshops for preparation and administration of **different assessment tools** like achievement test, diagnostic test, self-assessment tools, Rubrics, enquiry forms and psychological tools for assessment.

Students undertake **peer evaluation during micro teaching, link practice, criticism classes and internship programme** .

Norms and standards

The Internship programme in the III semester of the B.Ed Programme provides an understanding of the norms and standards of the various boards of Education at different levels.

Classes are provided on various **organizations/Agencies in Educations** like UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET to understand their role in setting standards and norms of education.

State-wise variations

Interaction with Experts: from DIET, SCERT of other states and Educators from abroad help our students to appreciate the state wise variations and to get an international and comparative perspective.

An international and comparative perspective

Interaction with Experts and Educators from abroad to gain wider perspectives of school systems.

Participation in International webinars and conferences to get an international and comparative perspective of the educational system.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

St. Joseph College of Teacher Education for Women has created a pioneering Teacher Education Programme surpassing conventional academic confines. It strives to impart theoretical knowledge and practical skills with a nuanced understanding of pedagogical principles. The curriculum prioritizes an interconnected learning experience, establishing a robust foundation in philosophical and psychological concepts before School Induction and Internship, facilitating the seamless integration of theory and application in teaching practices.

Innovative Teaching Approaches: Integration of Technology and Pedagogy

The college prioritizes educational innovation through technology, pedagogical skill development and diverse teaching strategies. Emphasizing practical learning via internships and active school involvement, SJCTEW aims to produce well-rounded educators with a focus on social, life skills, and ethical awareness. Specialized courses in Educational Technology and Pedagogy ensure proficiency in incorporating ICT for advanced classrooms.

Foundational Wisdom: Philosophical and Psychological Roots

Before the School Induction and Internship phase, SJCTEW ensures a comprehensive understanding of various philosophical schools, psychological principles, theories of learning, social adjustments, and inclusive education. This foundational knowledge serves as the basis for integrating these concepts into classroom practices.

Comprehensive Teaching Excellence: Skill Development and Multidisciplinary Language Proficiency

The enhancement of teaching skills encompasses micro-teaching sessions, link practices, and discussions on lesson plans. Demonstrations and critiques refine classroom strategies. Simultaneously, a Language Across Curriculum course emphasizes language skills tailored for impactful communication.

Practical Learning: Immersive Internship and Reflective Teaching

Prospective teachers, during their internship, actively participate in school activities, gaining first-hand experience. This immersive approach serves to connect theoretical knowledge with practical application. Simultaneously, fostering reflective teaching practices underscores the significance of on-going self-assessment and improvement.

Cultivating Versatile Educators: Fostering Social, Life Skills and Continuous Professional Development

Activities such as field trips, club involvement, community living camps, and study tours aim to boost social, negotiation, and life skills, fostering the holistic development of prospective teachers. Simultaneously, participation in seminars, conferences and workshops provides exposure to on-going advancements in education, nurturing a dedication to continuous professional growth.

Empowering as Researchers: Research Skills Development

Training in SWOT analysis, formulation of personal vision and mission statements, reviewing journals, writing articles, conducting projects, case studies, and action research enhances research skills,

emphasizing the role of teachers as researchers.

Ethical Education and Social Stewardship: Fostering Responsibility

Prospective teachers learn professional ethics, duties, and responsibilities for ethical teaching practices. Simultaneously, they engage in community services, outreach programs, and eco-friendly practices. Classes on women's rights, POSCO rules, drug addiction awareness, and first aid contribute to holistic development. This dual focus on ethics and social engagement prepares educators who contribute beyond classrooms, promoting a comprehensive approach to their roles.

St. Joseph College of Teacher Education for Women advocates a holistic and interconnected approach to its Teacher Education Programme. Prospective teachers not only gain theoretical knowledge but also develop practical skills essential for their future profession. The diverse array of courses, workshops, and activities enriches the learning experience, preparing prospective teachers to adapt to the evolving landscape of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 73.73

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 65.19

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
17	26	22	10	13

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 5.24

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	10	3	1

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

St Joseph College of Teacher Education for Women caters to the needs of her students respecting their individuality and accepting their diversities. A three phase procedure is adopted to address student diversity

Phase 1: Identification of learning needs

The curricular needs of the learners are identified,

a. During admission

i. The Principal studies each individual student by way of interviewing the student and her guardian and collects data about the family, socio economic conditions and academic performance in the qualifying exams. A case study report of each individual is thus prepared and documented by Principal.

ii. The student also meets the faculty of the institution for the document verification during the time of admission. The faculty discuss with the student and the guardians about the academic and co-curricular talents and identifies their areas of interest, strengths and weaknesses.

b. During Induction to the programme

i. Learner Profile with Demographic details is collected by the optional teachers

ii. Through mentoring and academic counselling, the mentor teachers identifies the academic, psychological and economic needs of the students

iii. Subject knowledge of the learner in each subject is assessed through the entry level test administered in the beginning of the programme

c. The students are provided opportunity to show case their talents during the talent day celebration . This serves as a venue to identify the multifaceted talents of the students.

Phase 2: Identification of readiness to undergo professional training programme

a. 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

b. Mentoring sessions serve to understand the students willingness to undergo the programme

Phase 3: Academic support given to students

Based on the findings from the above phases the faculty then chalks out ways to develop the much

needed competencies of the student by implementing the curriculum transaction planned by SJCTEW as prescribed in the Curriculum of Mahatma Gandhi University

a. The students are trained in knowledge management by providing academic tasks to be completed within the stipulated time. The institution conducts formative and summative evaluation to ensure the same.

b. Opportunities provided to students to anchor programmes, Communicative English class, Value added course on communicative English, seminar presentations and peer tutoring, sharing of thought for the day, news reading during morning assembly help to develop their communication skill

c. School induction and internship programme monitored by the teacher educator and the mentor teacher and their constructive feedback help to develop competencies of . Classroom management and . Instructional Management

d. Preparation and administration of achievement test, unit test and self-assessment tool and evaluation of the answer scripts, its analysis and interpretation of the result develops competencies for Student Assessment

e. Preparation and administration of diagnostic test and its analysis trains the student teachers in Student Diagnosis

f. Formulation of their vision and mission and statement and conduct of SWOT analysis to identify their strengths, weakness, opportunities and the threats help to gain Professionalism.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**

5. Collaborative tasks**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs****Response:** B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11.47**2.2.4.1 Number of mentors in the Institution****Response:** 19

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

St Joseph College of Teacher Education for Women has a holistic and innovative approach to education which is reflected in its multiple mode approach in teaching learning adopted by the teachers for enhancing student learning. A unique blend of experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode is used to cater to the needs of the individual and to adopt to the needs of the time.

The following activities engage our students in **Experiential Learning** for enhancing their learning

- Students are familiarized with Reflective journal writing based on Kolb's experiential learning during orientation to the B. Ed program and they are encouraged to write the same for the activities they participate in .
- Micro teaching session, link practice, criticism, school induction and internship programme to be familiarized and rooted in the pedagogy of teaching and learning.
- Preparation and administering of Self-assessment tool , conduct of case study , action research, achievement test, diagnostic test, preparation of Unit plan, preparation of teaching aids, ICT resource materials for school children.
- SUPW, Art and drama, Yoga, Physical education classes, Language across the curriculum, Communicative English classes
- Research and extension activities which are done with social commitment
- Projects, Community Living Camp, Study Tour, and Field Visit

Participatory learning

Participatory learning is ensured via encouraging students to

- participate in simulated learning sessions for developing teaching skills , peer evaluation, peer tutoring
- plan and conduct of lessons using innovative strategies and techniques during school internship and practical examination

- engage in Peer tutoring during SUPW workshop - students themselves serve as trainers.
- engage in various school based activities in school during induction and internship
- to write Reflective journal the activities they engage in .
- organise and conduct activities like quizzes , debates, ,brain storming , seminars
- organize community engagement program

Problem solving methodologies are adopted for engaging students in

- action research , case study, conduct of Diagnostic test and remedial teaching, preparing and administering self-assessment tool during school internship
- project work during their first and fourth semester
- paper publication for Seminars and Conferences at National and International levels
- conduct of social surveys

Brain storming sessions are used for the following

- as a teaching strategy for the various courses and practicum
- SWOT analysis, writing vision and mission
- developing improvised teaching learning aids, innovative charts, ICT Resource materials for School children, preparation of Socially useful productive work
- Development of Educational Documentaries and Short Films

Focus Group discussion is used

- for developing teaching learning manuals
- for transacting theory

Online mode is adopted

- to transact lessons via google meet
- teaching practice sessions were held the online mode during pandemics .
- for Assessment
- for Blended learning
- videos were prepared and uploaded in the google classroom
- for Multi skill development programs, Value added courses, Registration in SWAYAM MOOC portal, webinars, Hands on training session in SUPW .

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 80.46

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	15	12	10

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 218

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

2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Continual mentoring for developing professional attributes

St. Joseph College of Teacher Education for Women (SJCTEW) , Ernakulam is dedicated to fostering professional excellence in student teachers through continuous mentoring during micro teaching, link practice, demonstration criticism classes and induction and internship programme as well as in training in preparation of teaching aids and integration of ICT with Pedagogy . The mentor-mentee meetings occur as a scheduled part of our academic timetable. Each mentor is allocated a group of at least 13 mentees, ensuring personalized attention and fostering strong mentor-mentee relationships. Individualized support is provided through private sessions with mentees. Mentees are equipped with both knowledge and essential professional attributes for success in the teaching profession.

Working in teams

SJCTEW prioritizes cultivating teamwork and cooperation in trainees through diverse group activities like college assemblies, social projects, teaching aid exhibitions, peer teaching, internships, camps, study tour and short film productions. These engaging activities offer opportunities for developing team skills like matured interaction, effective listening, leadership, cooperation, respect for the feelings of others,

tolerance and openness to the opinions of others which are essential for future teachers..

Dealing with student diversity

Mentees actively participate in initiatives aimed at improving their understanding, attitude, and behavior towards diverse student communities. Orientation talks on inclusive education , visits to special schools , rehabilitation centres for the differently abled help our students to develop empathy and understand the ways of dealing with diverse groups. The Student teachers also engage in preparing a material for a theme on any one adolescent programme, awareness class on adolescent problem, critical analysis of the status of exceptional children in the school and Case study based on learning problems of school pupils. Mentoring sessions are held to evaluate the progress of these work as well as in helping the student teachers in dealing with issues related to these matters.

Balancing home and work stress

The mentoring addresses student teacher well-being with sessions on stress management and soft skills. Mentees are recommended to practise time management and to be on time in matters of submission of work. They are provided sessions on family life education, media hygiene and social media adaptation and on healthy family relationships. Yoga training and practises as well as encouraging them to participate in recreational activities, help them to deal with home and work stress.

Conduct of self with colleagues and authorities

Mentoring includes sessions on the importance of self-discipline, institutional discipline, and adherence to the code of conduct. The Principal, student coordinator as well as the Optional teachers provides pre-school induction and internship orientations, outlining expected behaviour of student teachers in schools. Annual orientation on code of conduct details on the conduct o self with colleagues

Keeping oneself abreast with recent developments in education and life

Student teachers at SJCTEW are encouraged to participate in club activities, quizzes, news sessions, personality development programs, seminars, webinars, and workshops on current events, along with guidance on self-study courses and student enhancement programs, so as to stay updated with recent developments in education and life.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

St Joseph College of Teacher Education for Women (SJCTEW) designs her curriculum to ensure teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Creativity and Innovativeness is rewarded and students are encouraged to show case the same in their works. Teaching pedagogies are evolving suiting to the needs of the time incorporating the advancements in ICT and the requirements of the time. All courses are delivered in a lively, student centric and proactive way. The ICT Enabled classrooms with wifi connectivity, ICT lab, Science Labs, Psychology Lab and Library provide the necessary support for the same. Academic activities like micro teaching, link practise ,observation and criticism classes, school induction programmes, school internship programmes, peer tutoring , co-operative learning strategies, brain storming: and co-curricular activities like debates, quizzes, seminars, commemoration of important days, morning assemblies, Union election, clubs and association programmes, camp, study tours, extension and outreach programmes Group interactions, interaction with experts, peers , hands own experience in

working with the school student and the community provide the necessary platform for developing, nurturing and strengthening the necessary life skills. Training Programmes and workshops on use of ICT, preparation of improvised aids, eco-friendly products, and psychological tools help in multi skill development and creativity. Social Surveys and projects on social issues, article writing, and Journal reviews help in developing a research culture. Students are to undertake Value added courses and get involved in self-study courses as well as participate in seminars and present papers this helps to develop a thirst for lifelong learning among the students.

Two cases to high light are

Case 1-developing empathy and life skills through community engagement programmes

- Participation in the meetings of the Local Grama Panchayat and in Mock-Parliament during community living camp
- Cleaning drives
- Special school visit
- Grocery kit distribution for the needy ones
- Planting mangroves in Mangalavanam
- Distribution of paper bags in the market
- Awareness programmes in the community
- Conducting activities related 'SAY NO TO DRUGS, YES TO LIFE' such as flash mob, street play, conducting rally,...
- Participation in Extension Activities
- Conducting project on socially or educationally relevant issue
- Distribution of Study Materials to Near-By Schools
- Taking remedial classes for weak students in neighboring schools

The Community engagement programs organized by SJCTEW with the aim of fostering a sense of community and social cohesion among the students provides the right venue for our students for developing abilities to address social issues, to voice their opinions, to influence policies that would affect their lives and to try out strategies that shape their environment. The above mentioned programs demands active participation and collaboration between the students and the community. Shared experiences and collaborative efforts result in stronger bonds between the students and community and among the students also. By engaging the students in identifying and addressing local challenges, help them to come up with effective and sustainable solutions .Community engagement encouraged active participation in civic activities. Engaging the community led to better mobilization of local resources, both human and material. It helped to encourage a sense of responsibility among students to contribute to the collective well-being. Community Living Camp provides opportunity to develop leadership skills and this helped to develop their self-confidence, managerial skills, problem solving skill, communication skill, as students are to shift roles of responsibilities during the camp.

Case 2- Developing creativity, thinking skills and innovativeness through different activities

- Preparation of a learning resource material for a theme on adolescent problem
- Creation of blog and uploading of learning material in the blog,
- Development and presentation of learning resource materials for school pupils and ICT supported materials
- Theatre practice and art education

- Analysis of prevailing assessment practices in schools
- Interviewing local folk artist and preparing report on the local community art forms
- Preparation of criteria for evaluating different art forms such as Drawing, Painting Dance, Music, Drama
- Organising and conducting subject club/forum activities during the time of internship
- Attending workshop and preparing innovative and improvised teaching aids
- Taking class on different art forms and cultural heritage of India during internship
- Organizing an activity to conscientise National Integration, Patriotism and Universal brotherhood during internship
- Developing vision and mission as a teacher
- Preparing a SWOT Analysis,
- Educational journal review
- Project on any topic of pedagogic relevance,
- Film review
- Writing script on street play
- Preparing Manuscript Magazine
- Participating in seminars
- Preparing Lesson plans involving AI-based teaching-learning, ICT Oriented teaching and learning,
- Conducting pedagogically relevant projects,
- Preparation of concept map
- Preparation of programmed learning materials ,
- Training in Health and Physical Education classes,
- Participating in Brain Storming sessions,
- Preparing creative and innovative teaching manuals,
- Reflective journal writing,
- Skill portfolio preparation ,
- Peer tutoring
- Organising and participating in various art and literally programmes
- Interviewing an eminent teacher or educationist and reporting the same
- Preparing Documentary/short film on student abuse and POCSO rules

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**

3.Performance tests**4.Oral assessment****5.Rating Scales****Response:** A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship Programme being the crucible of refining the prospective teachers, St Joseph College of Teacher Education for Women meticulously plans and systematically executes the programme to help the internees imbibe all the necessary knowledge, skills and attitude to be professionals with excellence. The student teachers are equipped with all the necessary inputs -knowledge and skills, before they are sent for the internship programmes.

The sixteen-week school internship is arranged in the English medium or in the Malayalam Medium High Schools and Higher Secondary schools following the State, ICSE or CBSE Syllabus. The process involved in implementing and ensuring its successful completion are the following:

Selection/identification of schools for internship

1. Internship schools that lie within a 40 Km radius of the college are selected for the purpose and a request for accommodating our internees is sent to the schools

(b) After the initial approval from the School Heads, approval from Assistant Education Officer's of Aluva and Ernakulam Division is sought.

(d) Student teachers are then allotted the internship schools. They meet the subject teacher in school and receive the internship responsibilities. The lessons are then prepared under the guidance of the teacher educator.

2. Orientation for School Principal/teachers

1. Prior to the internship an orientation meeting with school Principals and the faculty of the school is held to define internship goals and college expectations
2. The Principal and faculty of SJCTEW communicate to the school Principals the aspects of internship programmes.
3. Each Faculty member is assigned with three internship schools to whom they communicate the types of activities the internees must be engaged in during the programme

3. Orientation to students going for internship

1. An interaction with the experienced teachers from chosen internship schools is arranged for our internees and they are briefed on their expectations of the internship program and the etiquettes to be followed in school campus
2. The Principal and B.Ed coordinator detail the internees about their duties and responsibilities of the programme and the code of conduct to be followed.
3. Each internee signs an agreement on the rules and regulations they would be following during the internship programme

4. Defining role of teachers of the institution

1. The school subject teachers act as mentor teachers for the internees during their internship and

offer support and guidance in execution of their duties.

2. The Optional in charge visit internship schools to discuss the internees progress and request continued mentorship.

5. Streamlining mode/s of assessment of internee performance

The performance of the internee is assessed via an observation schedule that encompasses the various aspects of teaching by

1. Teacher educator
2. Mentor teachers at school who provide them with written feedback for every five lessons and
3. Peer

The school Principals also assesses the internees activities, including their attendance, punctuality, and participation in school events.

6. Exposure to variety of school setups

1. A series of orientation talks on various school curricula in India and abroad is arranged
2. The internee is exposed to the diverse curricular and extracurricular activities of internship schools, emphasizing inclusivity, innovation, mentorship, and customized teaching methods
3. One-month induction training preparing prior to internship equips the internees to face real-world challenges.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.96

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 27

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

St Joseph College of Teacher Education for Women, has established an efficient monitoring system to

guarantee that school internships yield the best possible outcomes. In order to gain a deeper understanding of the requirements and hopes of the schools where these internships take place, the college's Principal convenes a discussion with senior faculty members from these institutions. The following key points were brought to the notice :

1. Actively encourage interns to engage in all school activities.
2. Provide clear instructions on the first day of the internship.
3. Allocate extra time for practical work.
4. Appoint senior faculty in schools as supervising teachers for each intern.
5. Offer written feedback after five classes.
6. Supervise and evaluate all aspects of intern activities, with reports approved by the supervising faculty.
7. Conduct an overall performance assessment at the end of the internship.

This comprehensive approach ensures that interns receive proper guidance, support, and evaluation during their school internships, ultimately enhancing the quality and impact of their learning experiences.

Role of teacher educators

All teacher educators, except those in general education, supervise groups of eight to nine interns during their internships. They regularly observed three classes at intervals, provided immediate feedback using a rating scale to enhance teaching skills, and addressed various aspects of classroom instruction. During each school visit, educators inform the principal the date and time. Additionally, every weekend, teacher educators assessed the interns' lesson plans and teaching aids for the upcoming week's classes.

Role of school Principal

The school Principal's duties include assigning supervising teachers, determining standards, divisions, and trainee schedules. The Principal provides guidance on punctuality, attendance, participation in school activities and monitoring daily attendance. The Principal also oversees overall intern performance and behavior during the internship, assigns substitute teaching responsibilities, and, upon program completion, officially signs and seals the intern's records.

Role of school teachers

Supervising teachers play a vital role in the internship program by offering both academic and moral guidance to interns. They allocate specific teaching tasks to interns, offer guidance, corrections, and ongoing supervision. They provide verbal feedback after each class and written feedback every five classes. At the end of the internship, they submit a comprehensive evaluation assessing the intern's performance in multiple aspects.

Role of Peer Students

Internees collaborate as a cohesive team to successfully complete their internships. They observe and provide feedback on each other's classes, enhancing peer internee's teaching. They work together to organize school events, including assemblies and actively engage in school activities.

Role of school students

At the end of the internship program, school students assess their trainee teacher using a designated form, providing ratings on a three-point scale. Additionally, students offer qualitative comments to express their feedback.

The institution has established a well-structured and comprehensive system for monitoring and enhancing the school internship experience for trainee teachers. The roles and responsibilities outlined for various stakeholders, including teacher educators, school principals, supervising teachers, peer students, and school students, contribute to a holistic approach to intern development and evaluation. Here's a summary of the key points:

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

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

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment

include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 90.63

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 86.21

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 15

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response: 12****2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 228

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Our institution encourages teachers to keep themselves updated professionally. Teachers attend different seminars, workshops, conferences, and faculty development programs. The faculty attend refreshers' courses, seminars, workshops, conferences, orientation program through online and off line mode. Faculty members of the college are members of University Decision Bodies such as Board of Studies, Faculty Board and Zonal chairpersons in Practical board of Mahatma Gandhi University in the Faculty of Education. Teachers of the college participate in International, National and Regional level Seminars, Conferences and Workshops as Resource persons, participants, moderators of paper presentation sessions etc. Almost all the teachers attend annual gathering of 'All Kerala Training College Teachers Association', SIRA, AIACHE, XAVIER BOARD OF HIGHER EDUCATION, NATIONAL COUNCIL FOR TEACHER EDUCATION, CTEF, CEAM. Some of the teachers are question paper setters of other

universities and evaluators of answer papers.

The institution conducted discussions with faculty from other institutions such as St.Tresa's College Ernakulam, Rajagiri College of Social Science Kalamassery, St.Albert's College Ernakulam, SNM Training College Moothakunnam, St.Thomas College of Teacher Education Pala and Gandhigram Rural University based on new trends in the field of education. Teachers took classes for the faculty of St.Peter's College Kolenchery about different methods of teaching and about teaching skills. Many of the faculty participated in workshops and seminars conducted by Government and other bodies where policies and regulations are discussed and clarified. Teachers organized and participated in Subject Teaches Consortiums at university level and they have active role in it. Teachers have membership in professional and academic bodies and networks. Teachers have active participation in Teacher Organizations in International, National, State, University and Institutional level that help them gain much knowledge with regard to service matters and other issues. Clarifications with respect to academic and administrative function are sought through social networks and other media

Teachers collaborate to share resources and discuss about effective teaching practices. Professional development sessions are conducted specifically focused on updates in educational policies and regulations. Faculty participate in the seminars and workshops conducted in the campus. Staff meeting sessions give opportunity to get enlightened through discussions on various topics. Issues are formally discussed in staff meetings and appropriate decisions are made. Faculty regularly review about the implementation of every major events during staff meeting which helps to plan more effectively. The librarian keeps the staff informed of the details of library reference on monthly base and this service helps the staff to get encouraged to do more reference. The chief editor of the college journal Edufocus encourages the faculty to write articles. Staff are informed on the list of seminars and workshops conducted in advance through social media and in staff meeting too. IQAC of the college initiates discussions on current practices, reflects on educational challenges and opportunities, and organizes training and capacity building programs. IQAC also conducted orientation program on NAAC by resource persons. Informal discussions on current developments and issues in education and sharing experiences after the morning assembly and during break time is a regular practice in the college.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

St. Joseph College of Teacher Education for Women Ernakulam, Affiliated to Mahatma Gandhi

University Kottayam, KERALA, strictly adheres to the evaluation pattern recommended and approved by the University Curriculum. Examination Committee 2022-2023 and Examination Grievance Redressal Committee for the academic year 2022-2023 was formed on 30/05/2022 before the commencement of academic year and Evaluation Guideline 2022-2023 and Examination Calendar was prepared by the Examination Committee in the institution.

St. Joseph College of Teacher Education for Women Ernakulam being an affiliated to Mahatma Gandhi University enjoys restricted freedom to design the mode of evaluation. Exam Committee is function in the college which improvises and tailor made and monitor the measurement tools and ensures Continuous Internal Evaluation (CIE) in the institution. For each course of all the programmes, B.Ed. and M.Ed. 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 the B.Ed. programme, CIE has two components namely, Internal Tests and other modes of practicums for theory paper including Performance Tests .The other modes of practical are carried out effectively by the respective teacher-educator. The practicum totalling for a maximum of 10 marks for credit:5 and 5 marks, for Credit 3 comprise of innovative assignments/performance tests/projects (compulsory) as practicum given in the syllabus. Test items are designed based on Blooms Revised Taxonomy of Instructional Objectives.

Annual Institutional Evaluation Plan is prepared and introduced to the students by the Examination Committee functioning in the college. Internal Examination is conducted through criteria based rubrics, performance-based assessments, attendance, Internal Test, Model Examination Results and Practicum, Practical and student teacher's portfolio. Student teacher's portfolio is prepared and evaluated as an evidence of the systematic, selective collection of student work to demonstrate his motivation, academic growth and level of achievement.

Institution ensures 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 and provision of answering bilingually or multilingually. Provision of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time. Internal assessment is designed with the provision of corrections, immediate feedback and suggestions for improvement. Answer scripts of theory papers, Observation schedules of Micro Teaching, Link Practice, Criticism Classes, Induction Class and Internship Classes, Performances tests and Portfolio Based Assessment are transparent with the provision of improvement. The innovative concept of Language Across the Curriculum is included in the B.Ed. curriculum as a Core Course where multilingual or bilingual evaluative strategies are appreciated. The academic calendar carefully includes the schedule of internal test which is displayed on the notice board two weeks in advance. Students are allowed to go through the valued answer scripts and doubts are clarified. All that is pertaining to CIE is well documented for future reference. At the Programme commencement students are oriented towards the Evaluation Scheme and functioning of Examination Committee and Examination Grievance Redressal Committee in the Institution.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Examination Grievance Redressal Committee is functioning in the Institution to ensure that the mechanism of internal evaluation is transparent and robust and time bound; Institution ensures 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 and provision

of answering bilingually or multilingually. Provision of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

Examination Committee meets on regular basis and entrusted with the duty of maintaining a smooth healthy and transparent and authentic Evaluation is conducted in the Institution. Examination Committee prepares Annual Institutional Evaluation Plan and introduce the Mechanism Of Internal Evaluation to the students. Educational diagnosis is also conducted for the determination of the learning difficulties and deficiencies. Diagnostic Test is designed to identify and investigate the difficulties, disabilities, inadequacies and gaps of people in specific curriculum areas with a view to helping them overcome those difficulties through remedial teaching. Students are also given training and practice to prepare and administer Achievement Test, Diagnostic test and Remedial Teaching. Examination Grievance Redressal Committee is functioning in the Institution to look into the grievances lodged by any student.

Guidelines for Examination Grievance Redressal Mechanism is strictly followed for objectivity so that Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: Dept. Level: The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

Level 2: College Level: A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

Level 3: University Level: A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub-committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member secretary.

Students may approach the cell to voice their grievances regarding Evaluation. Any form of discontent or dissatisfaction on the part of the students can be informed to the Committee. The Examination Grievance Redressal Committee also looks into matters of harassment. Anyone with a genuine grievance may approach the Convenor or staff in charge of the Examination Grievance Redressal Committee. Grievances may also be sent through e-mail to the Convenor of the Grievance Cell. The cell then redresses the grievances promptly and judiciously. As a result of this mechanism, the institute has pleasant ambient atmosphere and good work culture with in-built goodwill and mutual understanding among the students.

Procedure for Lodging Complaints

Examination Grievance Redressal Committee can be contacted at any time. The students and the staff can voice their grievances in the written form. If they don't get their grievance redressed by the grievance redressal cell they can approach the management of the Institution and even if there it is not addressed the student can move the University.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The academic calendar is prepared in collaboration with planning and evaluation committee, keeping in mind the major events and the total number of working days, adhering to the regulations of NCTE. The committee looks at the University Calendar, and previous year academic calendar as well as the current situation of working space; while listing out the major events such as inauguration of the academic year, intensive English training, orientation to the course, ice-breaking, personality development programme, yoga training, introduction of pedagogy skill, the internal and external examinations, intramural cultural competitions, college day and sports day, they automatically occupy the right dates as per the counting of working days for each semester. Depending upon the number of courses, the dates for internal and external examinations are earmarked. This is approved by the staff council and the faculty and students are informed through websites and printed copies. This is reviewed and confirmed in the monthly staff council meeting.

With regard to the dates for internal evaluation, the examination committee sits through the recommended dates in the academic calendar and approves the dates with modifications if needed. Two internal exams are conducted for each course and the average mark is taken. 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. With 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 educators. The external practical commission which is announced to the students well ahead of time is conducted with the help of external examiners invited by the controller of examinations.

As an integral part of the Outcome Based Evaluation, the evidences of learning outcomes is gathered in a systematic, planned, precise way. The result is used at multiple levels such as learning level, teaching level, guidance and counselling level, in house planning and curriculum development level, administration level, classroom research level and evaluating the entire program of an educational institution. Internal examination is aligned with the academic calendar of the institution.

Examination Committee of the Institution periodically evaluates and updates the Academic Calendar

and sets up of norms for evaluation for prognosis, prediction and selection function ensuring the comprehensiveness, sustainability and transferability in the preparation and admiration of test items. Continuous and Comprehensive Evaluation (CCE) in the institution provides enough flexibility and scope for promoting and assessing all round development of the child on a continuous basis which is not possible through the traditional evaluation system.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The mission of St Joseph College of Teacher Education for Women, Ernakulam is to equip students with the skills and knowledge necessary to lead healthy, fulfilling lives by fostering economic self-sufficiency and intellectual empowerment. As socially conscious individuals, our graduates are encouraged to contribute to the betterment of society, upholding principles of justice and responsibility. Through a comprehensive curriculum and experiential learning, SJCTEW instill in its graduates the qualities needed to thrive in an interconnected and dynamic global environment.

The PLOs and COs of SJCTEW is in tune with Outcome Based education. The Undergraduate (UG) program in the institution is primarily designed to impart pedagogical knowledge, each semester incorporates pedagogical courses complemented by practical sessions in model schools. The pedagogical courses involves microteaching sessions, link practice session, demonstration and criticism classes, induction programs, and internship teaching which provides hands-on learning opportunities.

Beyond pedagogy, the program also aims to establish a strong foundation in the socio-philosophical, psychological and technological aspects of education across three semesters. The psychological impact of these courses is tangible, reflected in the program outcomes, where prospective teachers exhibit creative, critical, and compassionate behaviors. Core courses play a pivotal role in exposing prospective teachers to diverse streams of thought, ideologies, stages of human growth and development, and contemporary trends in educational administration and evaluation. Our system also fosters critical research skills, as reflected in course outcomes through the courses on Research, Modern Educational concepts including ICT, Counseling and Inclusive Education.

Consequently, the graduates emerge as professional educators, shaped in terms of cognition, attitudes, and psychomotor skills. The comprehensive outcomes of the program extend to create an integrated personality.

The internal evaluation is also aligned with PLO and CO. The system ensures the coherence between program and course outcomes, and a similar commitment extends to maintaining a robust correlation between outcomes and internal evaluations. Our internal evaluation system comprises two sections, distinctly focusing on theory and practice. The theoretical component encompasses two internal tests for each semester, with questions derived directly from the Course Outcomes (COs) of each subject. The practicum and practicals like assignments, seminars, audio-visual projects, blog preparation, microteaching, demonstration classes, criticism classes, survey on socially /educationally relevant issue, preparation of a material for a theme on any adolescent problem, Socially Useful Productive Work and the multifaceted approach ensures a comprehensive evaluation that aligns with the overall objectives of the programs and courses.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 99.81

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
107	107	101	104	106

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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****Response:**

Monitoring the progressive performance of student teachers and providing them with the necessary inputs to ensure the attainment of professional and personal attributes in line with the PLOS and CLOS of the programme is part of the ongoing process of quality assurance and improvement at St Joseph College of Teacher Education for Women. The metamorphosis of the student teachers to professional teachers in SJCTEW involves various assessments, tests, projects, and other activities that measure their understanding of the profession and their ability to apply academic knowledge and pedagogical skills to create a positive learning environment. The various core, pedagogical, and associative courses help students to develop the necessary professional attributes as well as better their cognitive knowledge and skills. At different levels, faculty increase students' cognitive and professional abilities and monitor their progress.

The assessment of student teachers performance in class as well as in out of classroom activities for improvement involves

- observation by faculty
- class tests, internal exams, University exams for measuring the attainment of PLOS and CLOS as envisaged for the various Courses. Internal evaluation is done in a variety of ways, including written exams, assignments, and Practicums. Cognitive, emotional, and psychomotor domains are all included in the integrative assessment process

The teaching competency of the student teachers are evaluated right from the beginning of practising the skills during micro teaching to applying their knowledge and skills in the teaching practise sessions in schools.

Their capability of fostering inclusive and engaging learning environments is gauged and feed back given during engagements in teaching practice.

Peer assessment of the lessons during the teaching practice s and reflective journal writing help to assess their own progress, identify areas for growth, and set goals for improvement.

Students are assessed for their ability to adapt to and utilize the ICT tools and innovative teaching methods which is crucial for preparing them for modern classrooms

The assignments, seminars projects, action research, case study done by the students are assessed and feedback given in words as wells as in scores.. In the case of internal assignments, if the performance of a student is not up to the mark the student can modify the given assignment and resubmit so that they attain the expected CLO.

Engagement of students in sports, arts and cultural activities, yoga , camp, study tours, field trips, extension programmes and outreach activities commemoration of important days, celebration of festivals , conduct of morning assembly, is observed by the faculty and necessary inputs given for

improvement in their social, emotional, cultural and moral development.

The communication skills of the students is assessed and the necessary training given to improve them by the faculty.

Students are encouraged to undergo Value Added courses and their performance in the same is also accessed and communicated to them for improvement.

This process of continuous monitoring allows the faculty and the institution to identify areas where students may be struggling or excelling. This information is then used to make informed decisions about curriculum adjustments, teaching methods, and other aspects of the educational experience.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 107

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

St. Joseph College of Teacher Education for Women adapts its curriculum, teaching methods, and support mechanisms to cater to the learning needs of the student teachers. A need analysis is done based on the following nine components which covers the various aspects of a teacher's role:

- Knowledge management- students are assessed on the knowledge they have in their respective optional subjects and the gaps identified.. The students are trained in knowledge management by providing academic tasks like assignments, projects, library reference work, seminars to be completed within the stipulated time The institution conducts formative and summative evaluation to ensure the same.
- Communication- communication skill of the students is assessed on the basis of written and oral communication and training in communication skills are given via workshops in Communicative English, course on Language Across Curriculum, practise in teaching in English Medium schools during school Induction and Internship, provision of Value Added Courses in Communicative English.
- Instructional designing- students are evaluated in their ability to prepare lesson plans. Workshops on lesson plan writing, teaching aid preparation, and preparation of ICT learning materials are organised by SJCTEW to train the students in the same.
- Classroom management- students are assessed on their classroom management abilities during the criticism classes and teaching practise sessions. To overcome the lag in classroom management, students are guided to go for real-life teaching through demonstration classes, criticism classes, internships and induction programs. Simulation techniques such as micro teaching and link practice provide them the opportunity to be competent in different teaching skills.
- Instructional management- student's ability to deliver instruction effectively is assessed by engaging them in taking up classes and seminars. They are trained to organize content, plan lessons, and implementing effective teaching strategies via workshops in lesson plan preparation, discussion on lesson pans, have their lesson plans criticized and preparing lesson plans for teaching practise sessions. Mentoring is also provided
- Student assessment: Students are assessed on their understanding of various assessment methods and are engaged in assessing their peers, conduct of Achievement and self-assessment practices, writing reflective journal. Their ability to design fair and effective assessment is evaluated
- Student diagnosis- student's ability to diagnose the needs of the learner is assessed and they are trained for the same via conduct of case study, action research and diagnostic test.
- Professionalism- students are assessed on their understanding of Professional ethics and standards. Students are given content orientation on professional development, a four-week induction program, and a 16-week internship to develop the same
- Subject competency student are assessed on their knowledge of the subject content. to enhance subject competency student teachers are engaged in active learning peer tutoring, collaborative learning, conduct of seminars and mentoring

The exit level test conducted reveals how far the learning needs are identified and catered to. From the analysis it is clear that there is remarkable change in entry level and exit level performance of students. The annual result of the college shows that all the needs of the students are satisfied.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 3.97

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	4	14	10	7

File Description

Document

First page of the article/journals with seal and signature of the Principal

[View Document](#)

E-copies of outer jacket/content page of the journals in which articles are published

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.61

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	2	5	4	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 18

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
39	17	13	8	13

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

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

the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
218	218	212	206	214

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
218	218	212	206	214

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

SJCTEW, has fervently immersed itself in a plethora of outreach endeavours, cultivating a profound ethos of social responsibility and nurturing community development within the hearts of our aspiring student teachers.

SJCTEW outreach endeavours, akin to a symphony of benevolence, gracefully weave through the tapestry of the **Sustainable Development Goals (SDGs)** and the visionary dreams of the **National Education Policy (NEP)**, cultivating a garden of educational excellence and societal progress, where each bloom represents a commitment to a flourishing and equitable future.

With an unswerving dedication to excellence, our institution claims **100% student-teacher engagement** in outreach programmes, earning nearly **20 prestigious honours and recognitions**, illuminating a path where the synergy of our collective efforts not only sensitizes students to pressing social issues but also propels impactful strides in community development.

"**URVI**"- community engagement programme with the **Malapandaram tribe** provided our student teachers to delve into the daily life and cultural milieu of the tribal community, sensitized student teachers to the unique socio-cultural dynamics, inspiring a commitment to inclusive education and community-driven development.

"**Free Tuition, Summer Camp, Celebrations, Donation of Bicycle and Learning materials for inmates, and Community Cleaning Programmes**" at the **Government Children's Home for Girls, Kakkanad**, allowed our students to cultivate a deep sensitivity to the needs and aspirations of the girls residing in the home. This holistic initiative sensitized our students to the unique needs of the girls and inspired a profound commitment to contributing meaningfully to their holistic development and well-being.

The hands-on experience of **Developing audio tutorials for Visually Challenged Students at Govt. Blind School**, required thoughtful consideration of diverse learning needs, and a heightened awareness to the necessity of adapting teaching methods to cater to diverse abilities, inspiring a commitment to promoting equitable education for all.

" **Donation of Teaching Learning Aids, Donation of Books and Setting up of Class Libraries in Rural Schools**" addressed the educational gap in remote areas, exposed students to the stark realities of resource disparities in rural education.

"Free Food Distribution in Streets, Hospitals etc." and "Helping Hand at Time of Calamities and Flood" showcased the importance of immediate humanitarian assistance.

" **Interaction with Transgenders**" and "**Xmas Celebrations with Transgenders**" aimed at promoting inclusivity and understanding.

Programmes at **Chavara Special School, Different Art Centre, Studium Solutions** etc., tailored to the unique needs of these communities.

"**Grocery Kit Preparation and Distribution**", exposed student teachers to the harsh realities of food insecurity faced by many, instilling empathy and compassion.

"**Paper Bag Making and Distribution to Market Vendors**", addressed the environmental concerns associated with plastic and about sustainable practices among the community.

"Antidrug Awareness Campaigns" targeted diverse demographics, facilitated discussions on the detrimental effects of drug abuse.

"**AIDS Awareness Campaigns for School Children**" highlighted the importance of health education and destigmatized conversations around sensitive topics.

"**Community Cleaning**" and "**Swachh Pariyavaran- Public Awareness and Cleaning Programmes**" instilled a sense of responsibility towards environmental sustainability.

These any many more such immersive encounters to widen the horizons of our student teachers, nurturing a profound dedication to the tapestry of social service. In the crucible of these experiences, the seeds of empathy, compassion, and responsibility were sown, their roots intertwining with the very essence of their being.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 20

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	1	2	6

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 3.8

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	1	1	1	3

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 33

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,

other universities, industries, corporate houses etc. during the last five years

Response: 33

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

SJCTEW prioritize augmentation maintenance and up-gradation of the infrastructure facilities to support its academic, co-curricular, and extra-curricular activities.

100% classrooms are ICT-enabled with Wi- Fi internet connection and are well supported by LMS/ G-Suite.

SJCTEW is located in the heart of Kochi city, spread over 2 acres and 31.5 cents of land with a built-up area of 614.87 sq.mt. It functions in two blocks: Sanjoe Block and Heritage Block, which is thoughtfully designed to provide students with cutting-edge facilities for their academic, cultural, and sports pursuits. Infrastructure facilities also meet the needs of Divyangjan students.

FACILITIES FOR TEACHING AND LEARNING

1. Classroom are considered as laboratory for a student teacher where they learn and evolve innovative and creative teaching methodologies. There are *Four Smart Classrooms, Ten ICT-enabled Classrooms, One Multipurpose Hall with a Smart Board and Sound System, Two Seminar Halls* with Smart Boards and Sound System, *Auditorium and One Open Classroom* to facilitate teaching and learning.

2. *B.Ed and M.Ed Faculty Rooms* are used for mentoring and guiding students.

3. Library is located in the Heritage Block with a *seating capacity for 150 students and have a vast collection of 19250 books 33 journals and magazines*. Library is automated with *KOHA, D-Space, N List, QPMGBED* - Database for Question paper, *Calibre - Digital Archive*. *Each optional subject* also has *Classroom Library*.

4. Laboratory Facilities

Physical Science and Natural Science Labs are used for conducting science experiments by students as a preparation for demonstration and criticism classes.

Psychology Lab contains Questionnaires, Inventories, and Checklists which are made available to Research Scholars and PG students for their projects and thesis work.

5. Computing Equipment and Facilities

ICT lab with *25 computers*.

A total of **61 computers** are available for students with **Student-Computer Ratio 3.5:1**.

7 computers are for administrative support.

300 MBPS Wi-Fi Connection

LMS –Master Soft ERP.com

Google Classrooms supported through G- Suite

Plagiarism Checker X 2023 Professional edition

Bio-metric punching Machine

Studio for E- content development

FACILITIES FOR RESEARCH

There is separate Research Block for facilitating research. There is separate *PG and Research* session in library for the research scholars. *M.Ed and Ph,D thesis* are available for references. *N-List , Plagiarism Checker X2023* is also availed by them. .

FACILITIES FOR SPORTS

- 1.Fitness Centre – A mini gymnasium** with exercise equipment.
- 2.College Multi-Purpose playground** is utilized for various athletic events like 100 meters race, 200 meters race and long jump.
- 3.Chavara Square** college courtyard is utilized to organize minor games.
- 4.Badminton Indoor Court**
- 5.Foot Ball F's Court**
- 6.Basket Ball Court** of Rani Matha Public School Ernakulam is shared with us.
- 7.College lobby and Multi-Purpose Hall** is utilized for conducting indoor and recreational games.

FACILITIES FOR CULTURAL ACTIVITIES

- 1.Auditorium** with a seating capacity of 600
- 2.Multi-Purpose Hall**
- 3.Seminar Halls**
- 4.Lobby**
- 5.Playground** for outdoor cultural activities.
- 6.FACILITIES FOR PSYCHO-SOCIAL SUPPORT**

- 7.Student Support Center for Counselling**
- 8.Office for NSS/ Placement/ Alumnae office/ Graveness Redressal Cell**
- 9.Yoga Center**
- 10.Center for Spiritual Consciousness**
- 11.Health room**
- 12.Girl's waiting room**
- 13.Oxygen Zone**

14. Silent Zone

15. Vegetable and Herbal Garden

FACILITIES FOR DIFFERENTLY ABLED

1. Lifts

2. Ramps

3. Washrooms with hand rails

4. Wheel Chair

5. Demarcated Parking Lot

6. Kukku Reading APP

7. Librivox - Audio Books for Disabled.

OTHER FACILITIES

1. Hostel

2. Canteen

3. Parking Lot

4. CCTV Surveillance facility installed various locations on the campus

5. Clean Drinking Water facility

6. Manager's Room

7. Guest Room

8. Washrooms

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 17

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 17

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 33.26

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
67.51	2.25	13.45	6.63	0.18

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The Library at SJCTEW has an Integrated Library Management System and has a collection of 19250 Books, 73 Ph.D thesis, 608 M.Ed Thesis, 640 Video/CDs, Subscription to 33 Journals, 15 Magazines, 4 Newspapers and membership in N-list. The journey in the realm of library automation commenced in 2009 when the library first embraced Libsoft software designed for comprehensive library automation. For nearly a decade, Libsoft played a pivotal role in managing critical functions such as accession and circulation.

Name of the Library Automation Software first implemented: LIBSOFT

Year of Implementation: 2009

Converged to KOHA: 2019 July

KOHA's implementation brought a paradigm shift in the way the library operated. It became the central hub for all library housekeeping activities, including Circulation, Accession and Patron Management <http://192.168.1.94:8080/>

Features of KOHA

Version: 19.05.01.000.

WEBOPAC <https://sjcte-opac.kohasupport.in/>

Gate Entry Register <http://192.168.1.94/inout/index.php>

Other Household Task <http://192.168.1.94:8080/cgi-bin/koha/tools/tools-home.pl>

The Gate Entry System <http://192.168.1.94/inout/index.php> which enhances security within the library premises and automatically marks attendance.

The WebOPAC, <https://sjcte-opac.kohasupport.in/> in particular, provided users with a user-friendly interface, allowing them to search and access the library's collection of 19250 Books.

The integration of Librarika for reference management in conjunction with KOHA has greatly enriched our library service and resources.

Free online Library Management Software for Reference: LIBRARIKA

Year of implementation: 2018

Thesis OPAC <https://sjcekm.librarika.com/>

Through LIBRARIKA, users can easily navigate and explore our repository, which currently comprises 73 Ph.D. theses in Education and 608 M.Ed. theses. This centralised platform enhances accessibility and discoverability, enabling researchers to locate relevant works with ease.

Plagiarism Checker X

Year of installation: 2022

Plagiarism Checker X, installed in the year 2022, has been instrumental in ensuring academic integrity and originality.

Reprographic Services

We have installed two multifunction machines, Canon and Kyocera, dedicated to printing, photocopying, and scanning, thereby streamlining document reproduction processes. These machines are easily accessible to students and faculty members alike, facilitating the efficient creation and dissemination of academic materials.

WiFi and Internet Access Computers

Moreover, our institution provides free WiFi facilities and computer access to students, enabling seamless access to electronic resources. With this infrastructure in place, students can conveniently download, print, and utilise e-resources for their academic endeavors.

The library automation journey from Libsoft to Librarika and finally to KOHA underscores the institution's commitment to adopting contemporary, cost-effective solutions that elevate the library experience for all stakeholders. The integration of Koha, Librarika, Plagiarism Checker X, reprographic services, and free WiFi facilities reflects SJCTEW Library's commitment to providing a fully integrated and modernized library experience.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Library Software and E Resources:

Institutional Repository Software : DSPACE

Year of Implementation : 2019 July

The Link to Remote Access : <https://sjctew.digitalrepository.in/>

the Library at St. Joseph College of Teacher Education for Women stepped into the digital age in 2011 by implementing digital library software Tulips 1.0 and providing LAN facilities for students to access resources within the campus.

DSPACE

The adoption of DSPACE led to the establishment of an institutional repository, which serves as a digital hub for various academic resources. This repository, is accessible through the URL <http://192.168.1.84:9090/jspui/> since 2019, facilitates remote access to the content developed by faculty members and previous question papers etc.

The digital repository organizes its content into communities and collections, ensuring efficient resource management. Notable communities include:

English Education

Malayalam Education

Mathematics Education

Natural Science Education

Physical Science Education

General Education, and

Master of Education.

This structured approach simplifies navigation and retrieval of academic materials, contributing to a more accessible learning environment.

Calibre – E Book Management

To further the digital reading experience, the integration of Calibre was introduced in 2022. Calibre provides additional options for accessing and managing e-books, enriching the array of resources available to students and teachers.

Calibre Library is accessible through the link: <http://192.168.1.85:8080/>

NLIST

NLIST (National Library and Information Services Infrastructure for Scholarly Content) offers remote access to a vast array of electronic resources through institutional subscription. Accessible via the link here, NLIST provides students and faculty with seamless access to a wide range of scholarly content, including e-books, journals, databases, and more, enriching research and learning experiences beyond the confines of physical libraries.

<https://sites.google.com/view/sjctewlibrary/nlist>

Question Paper Repository

In 2022, in collaboration with the Techlib Forum, the institution maintains a comprehensive question paper database covering B.Ed questions from four major universities in Kerala. This initiative contributes to a broader academic database, ensuring that students have access to a diverse range of resources to aid their studies. This is accessible through the link: <https://sites.google.com/view/sjctewlibrary/b-ed-question-paper>

Library Blog

The SJCTEW Library blog, initiated in 2018, serves as a dynamic platform for students and faculty to share diverse learning materials, fostering collaboration and knowledge exchange within the academic community. Through the library blog which is accessible via <https://librarysjcekm.blogspot.com/>, users can explore a wide range of educational resources contributed by peers and educators, enriching their learning experiences beyond the confines of traditional library services.

Centralization of Library Resources through SJCTEW Library Website

In 2022, SJCTEW took a significant stride towards centralizing information and access to various library resources by launching a dedicated Google Site page: SJCTEW Library Resource Hub. This initiative aims to streamline access to educational materials, enhance collaboration, and provide a convenient gateway for both students and faculty members to explore relevant resources.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 1.03

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.47	0.89	0.6	0.87	0.31

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 16.56

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 920

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 1096

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 802

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 660

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 446

File Description**Document**

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 last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

SJCTEW has made significant progress in the development and implementation of Information and Communication Technology (ICT) facilities in the institution. Classrooms are 100% ICT enabled with Wi-Fi internet Connectivity.

Smart Classrooms The institution has installed smart boards with Active Inspire Software in 4 optional classes, 2 seminar halls and 1 multi-purpose hall along with computer with Wi-Fi, projector and sound system facilities.

ICT-Enabled Classrooms are utilized for pedagogical transaction of B.Ed and M.Ed students. 10 classrooms are equipped with computers with Wi-Fi, projectors and sound system. ICT-enabled room is available for research scholars to conduct academic discussions. 61 computers were made available to 218 students during the academic year 2022-2023.

25 computers are made available for Research Scholars B.Ed and M.Ed students in ICT Lab.

Wi-Fi and Internet Facility is made accessible to both students and staff. Internet facilities were initiated in 2005, and the Wi-Fi connections were improved and expanded in 2017 and 2019, upgrading from 10 MBPS to 300 Mbps in 2022. BSNL Fiber Silver Plus OTT plan is utilized for the same. To ensure high-speed internet access, 7 hotspot access points are made available in Sanjoe and Heritage Block.

The Library is fully automated with KOHA and D-Space It also provides access to N-list and

KUKKU FM audiobooks. Plagiarism Checker X.

A Reprographic Center is available to cater to the printing and scanning needs of the college

Community.

The College uses a Learning Management System (LMS) called Master Soft ERP, which supports

various modules like academics, attendance, examination, ITLE, and feedback. This system aids in monitoring student progression, course planning, internal examinations, and grading.

G-suite account of the college facilitate online education and communication. All teachers have

Institutional email IDs.

15 CCTV cameras installed across the campus ensures the safety of students and teachers.

A *Studio for E-Content Development* is set-up in the institution to support the faculty to develop e-content. *Video Camera* serves as lecture capturing system, college YouTube as well as ERP-LMS as lecture distribution system. A *teleprompter* is made available in the studio. Free software are used for editing purpose. Video Camera facilities are provided to students for recording micro-teaching lessons too.

The HEI utilizes a *Biometric Attendance Recording* System for students, teachers, and non-teaching staff.

The *Institution* maintains an updated *Website* designed and developed by *IPSR solutions* to ensure transparency and to provide information and updates to stakeholders.

Sl. No	Particulars	Cycle 2	Cycle 3
1	ICT enabled Classrooms	10	17
2	Desktop	35	54
3	Laptops	3	30
4	Projector	10	17
5	Smart boards	7	7
6	LMS	No	Yes
7	Internet Bandwidth	10 MBPS	300 MBPS
8	Library	Partially automated	Fully automated
9	KOHA	No	Yes
10	D- Space	No	Yes
11	Tally	No	Yes
12	Biometric Attendance	No	Yes
13	Printer and Photostat	3	6
14	E- Governance	No	Yes
15	Comptes	No	Yes
16	Exact	No	Yes
17	ERP	No	Yes
18	Plagiarism X	No	Yes
19	Modem	1	7
20	Network Hub with 241 port switch	1	2
21	Web Cam	1	1
22	CCTV	0	12
23	HandiCam	6	6

24	Kukku	No	Yes
File Description		Document	
Document related to date of implementation, and updation, receipt for updating the Wi-Fi		View Document	
Any additional information		View Document	
Link for additional information		View Document	

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.57

File Description		Document	
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal		View Document	
Data as per Data Template		View Document	
Any additional information		View Document	
Link for additional information		View Document	

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description		Document	
Receipt for connection indicating bandwidth		View Document	
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth		View Document	
Any other relevant Information		View Document	
Link for additional information		View Document	

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 46.54

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
36.33	29.3	19.39	21.28	19.66

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

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

Response:

SJCTEW has a well formulated **Infrastructure Maintenance Policy** to ensure efficient utilization and upkeep of its facilities like classrooms, library, ICT and laboratory facilities, health and sports facilities and facilities for cultural activities. **The Policy** aims to ensure **compliance with Government Regulations and Safety Standards**, extend equipment longevity through preventive measures, systematic maintenance of assets based on needs, promotion of sustainable practices, prioritize cost-effective decisions, and establish transparency. **SJCTEW practices resource sharing**, allowing external entities access to seminar halls, auditoriums, classrooms, playgrounds, library, and parking areas without interfering with its normal functioning.

The **maintenance activities** are coordinated by the **finance officer**. Maintenance involves repair, partial replacement and total replacement and is done during the summer vacation. A stock register is maintained and is updated with the entry of items purchased.

Classrooms are utilized as method labs by student teachers, where they practice and acquire teaching skills.

Seminar halls with smart boards and ICT facilities are utilized by the students for seminar presentation and for organizing various programmes and celebrations.

Class teachers are in charge of maintaining the particular classroom and they communicate to the Finance Officer about the requirement of repair and maintenance.

SJCTEW's Library has a good collection of **Books, Journals, M.Ed and Ph.D thesis and National Policies and other Documents on Education** which are obtained as and when teachers recommend. Issuing of books is fully automated using **KOHA**. All books are marked, classified and conveniently placed on the racks and shelves. Every student teacher is given library card for issuing books. Fine is charged for late return of books and for mishandling of books. Access for **e-books and online journals** through **N-list** is also provided. **Photocopying and Printing facilities** are made available in the library. **Plagiarism checker X** in the library is availed of by the teachers and students. **Library facilities are**

open to PG Students and Research scholars from **outside institutions free of cost.**

Computers in the ICT lab as well as in optional classrooms are used for preparation of assignments, seminars and projects. Student teachers are allowed into the ICT Lab as per the timetable.

Biometric punching is used by students, teachers, and non-teaching staff for marking attendance

Physical Science Lab and Natural Science Lab are utilized by Physical science students and natural science students respectively for conducting experiments while preparing for demonstration and criticism classes.

Psychology Laboratory is utilized by the students to carry out research projects and practical work.

Laboratories are maintained by respective optional teachers.

Yoga Centre and Gymnasium are maintained by housekeeping staff.

Sports and games materials are purchased periodically according to the requirement of the students.

Learning Management System (LMS) is maintained by **Master Soft ERP.**, the **College website** by **IPSR Solutions** and the **Campus Wi-Fi facility** by **BSNL.**

A Green Campus is ensured by the implementation of **Green Policy and Green Protocol, Energy Audit, Green Audit and Environment Audit. Cleanliness and sanitation** is monitored by the Finance officer supported by dedicated team of Office Attendants. Sufficient number of **colour coded dustbins** is used for **waste collection.** A **MOU is signed with ASPIRE GREEN, Kadavanthara.** for the **disposal of electrical and electronic waste**

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

9.Canteen**10.Toilets for girls****Response:** B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 46.77

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
82	50	39	14	61

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 12.15

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 8

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 5

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 59.7

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	18	42	81	77

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

St Joseph College of Teacher Education for Women ensures the active participation of students in the effective functioning of the college by providing different platforms like the **College Student Union Council, Subject Associations, Committees, and Clubs** in organizing programmes and planning activities

Student Union Council

The Student Union Council along with the committees and various clubs and associations devises dynamic programmes and events which aid the wholesome growth and development of students and the institution. The Student Council is elected democratically each year in compliance with the guidelines of election procedure by the Mahatma Gandhi University Kottayam and the college election procedure. The elected class representatives from each class nominate and elect different student representatives through the Parliamentary System. The union comprises of Chairperson, Vice-Chairperson, General Secretary, The Councilor to the University Union, Editor-College Magazine, Arts Club Secretary, Sports Secretary, SC/ST Representative, B.Ed. First-year and Second-year Representatives. The Student Council functions under the guidance of the Staff Advisor nominated by the principal.

The Student Council holds meetings periodically to plan and conduct varied student-oriented academic, cultural, literary, and other activities along with celebrations of different days and festivals for the progression and development of the institution. Student Union Council ensures maximum participation of students in various activities organized. The Union also ensures student participation in all the socially committed programs of the college. The Student Editor under the guidance of the faculty staff editor takes the initiative for the publication college magazine every year. For the academic year 2022-23

Student Union Council spearheaded the publication of the college magazine 'Heartstrings'. The Student Council also organizes arts fest and annual sports meet.

Subject Associations

Each optional has an association headed by a President, student secretary, treasurer, and editor who coordinates the various activities and observance of National / International days, and commemorates major festivals to impart secular values and harmony among students. Subject Associations also publish subject manuscript magazines every year.

Representations in Academic & Administrative Bodies of the Institution

The Student Union Council along with the committees and various clubs and associations devises dynamic programs and events that aid the wholesome growth and development of students and 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 for the advancement of curricula and student-centric activities. The representatives conduct student council meetings and confirm student participation in the overall quality enhancement of the institution.

Student representatives also play an active role in all the major committees, Cells, and forums of the college like Curriculum Transaction and Planning Committee, Library Committee, Extension cum Service Committee, Anti-ragging Committee and Squad, Internal Compliants Cell, Anti-sexual Harassment Cell, Discipline Committee, Placement Cell and Gender Justice Forum.

The social commitment of the student body under the leadership of the Student Council is reflected in the various extension activities of the college like HOPE – Extension activity at Children's Home Kakkanad Ernakulam and Jagaran – Anti Drug Campaign.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 20**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	14	18	11	17

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association of St Joseph College of Teacher Education for Women known as **Josephite Alumnae Association (JAAN)** is one of the important supportive pillars of the college which creates and maintains a link between students of present and past.

JAAN is registered (**EKM/TC/191/2023**) and functional. It is registered as a Charitable Society, under the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act XII of 1955. JAAN plays a crucial role in the development of the institution with its supporting activities and building a strong bond between alumnae, staff, and students. The association enables alumnae to participate and contribute to academic and non-academic activities of the college.

Highlights

The annual general body meeting is conducted regularly every year

Retired staff who were also the alumnae of this college continue to support the college's active involvement

Optional-wise alumnae meetings are also organized occasionally.

Alumnae Contributions

The **Alumnae Association, JAAN** undertakes various activities, both academic and non-academic, to render its support to the institution.

The initiatives include:

The academic contribution of alumnae:

Members of alumnae support various internal committees of the college like IQAC, Curriculum Transaction and Planning Committee and Extension cum Service Committee. Alumnae of the institution provide value-added courses in Green Education, Origami, Green School, Astronomy, and ICT Tools to Student Teachers.

Conduct demonstration classes for student teachers before practice teaching helps the student teachers to observe and practice various teaching skills. This interaction between the Alumnae and students motivates the students and orient them to perform as good teachers during the practice teaching period.

Mythri- Alumnae members employed in the teaching practice schools act as mentors of our trainees during practice teaching. This initiative by the alumnae helps not only in the development of essential professional skills of student teachers but also creates a bond between alumnae and student teachers. Mythri – the mentoring by the alumnae helps in the smooth completion of practice teaching by the student teachers.

Support in organizing classes on photography and video editing, SUPW, and writing research articles. Alumnae also provided training for various competitive exams like SET, KTET, and CTET.

The non-academic contributions:

Alumnae members support all extension activities undertaken by the institution, especially HOPE. Alumnae members also extend supporting hands to financially backward students. The alumnae members, who are working at various prestigious designations such as principals, coordinators, and teachers also support the placement of our student teachers in different schools. These members are invited to the institution on various occasions to interact with the students. Alumnae members also extend supporting hands to financially backward students.

By engaging in these activities, the Alumnae Association upholds the values of the institution and contributes towards the welfare of the institution. JAAN always endeavors towards excellence in the overall development of its student teachers to become professionally sound human resources of the country.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 13**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	1	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

Josephites Alumnae Association, acts as an effective support system for the institution in motivating students as well as recognizing, and fostering their talents. The members of the Alumnae Association contribute significantly to organizing and participating in various activities which enrich the curriculum as well as various other activities.

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

- 1. Mentoring and Guidance: 'Mythri'** the Alumnae mentoring system of the institution. Alumni members who are working in practice teaching schools serve as mentors for our student teachers and guide and support them during the School Induction and Internship Programme. The expertise of the alumnae and their constant support has resulted in building up confidence in our student teachers and has served as a source of inspiration for our student teachers. The Placement Cell of our college also utilises the service of our alumnus to offer career guidance to the student teachers and to notify the vacancy for employment in their schools. They contribute towards organising demonstration classes, classes on research methodology and SUPW classes.
- 2. Alumnae as Role Models:** Our Successful Alumnae who have excelled in their respective fields serve as role models for current students. Their achievements and stories of overcoming challenges inspire and motivate students to strive for excellence and pursue their goals relentlessly. These interactions create valuable networking opportunities and help students build

professional connections that benefit them in the future.

3. **Awards constituted by the Alumni for the best Performers:** Recognition is a best way to motivate human beings. Hence the Alumnae Association have constituted Awards to the best Performers of the college every year. These awards are distributed on the Alumnae Awards Day every year. These kinds of recognition boosts students' confidence, inspires them to excel further, and creates a sense of pride within the institution. This also motivates the current batch of students to do their best as teacher trainees. Awards Constituted by the Alumnae includes cash award and certificate for toppers from each of the Six optional subjects namely English, Malayalam, Mathematics, Physical Science, Natural Science and Social Science.
4. **Fundraising and Institutional Development:** Our Alumnae associations actively participate in fundraising initiatives of the institution for various extension activities carried out by the institution like HOPE. They also provided financial support to various activities organized by the institution for the promotion of social commitment like Chavaravidhyolsav- and Vandiperiyar Project.

Overall, Our Alumnae Association acts as a bond between the institution and its Alumnae, fostering a sense of belongingness, commitment, and support within the student community. By utilizing the experiences, expertise, and resources of Alumnae, the association effectively motivates students, recognizes their talents, and provides the necessary support for their personal and professional growth.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

St. Joseph College of Teacher Education for Women with a teaching excellence of 66 years caters to the needs of the society by building competent teachers for better and stronger India. At the helm of management and strategic planning, a conscientious and unwavering commitment is consistently embraced to spearhead a myriad of programs aimed at realizing the institution's overarching objectives. SJCTEW's quality policy, intricately crafted to resonate with the institution's visionary essence and mission, stands as a testament to this meticulous alignment.

The institution implements a shared governance model where key decisions are made collectively by managing council, teachers, students, and non-teaching staff, alongside college administration. The participation of **teachers, students, and non-teaching staff in decision-making processes** is considered important for creating a collaborative and effective atmosphere in the college. The representatives of the **Management Council, Governing Body, IQAC, Curriculum Transaction Planning Committee (CTPC), Staff Council, Finance Cum Purchase Committee, Examination Committee and Admission Committee** work along with the faculty, students and non-teaching staff on administrative functioning. They also suggest the ways and means of strengthening various activities and development of the college. Effective communication channels and mechanisms for feedback is established to ensure that all stakeholders are well-informed and contribute to the decision-making process.

The academic governance structure involve teaching faculty, non – teaching faculty and students in decision-making related to curriculum development, academic standards, and other educational matters. The planning for the academic session begins with a well- designed academic calendar designed according to the annual calendar notified by the university. The time table governs the teaching schedule for the semester. Staff council members regularly review and evaluate the college's mission and vision statements to ensure that they remain relevant and aligned with the evolving needs and goals of the College. Together, they form a triumvirate of scholarly stewardship, steering the ship of knowledge through the boundless seas of enlightenment.

The faculty members often have a key role in the governance of the institution. They are involved in decision-making processes related to curriculum development, academic policies, and other aspects of the college's academic mission.

The long-term plans and overall direction are headed by the **Vimala Cooperative Educational Agency (Managing Council)**. Under the leadership of Educational Agency, **the Manager** executes **the administrative function** of the college and the Principal is bequeathed with the power of excessing all the academic activities of the college. Various committee are also responsible for setting the overall

strategic direction and policies of the college.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

A **decentralized mechanism** is carried out successfully in the institution. This inclusive and participatory approach promotes an environment of unity and mutual respect which ensure the smooth functioning and growth of the institution. The allocation of committees to each faculty member and the freedom given to them to work responsibly within those committees are positive aspects. This not only empowers individual staff members but also promotes a culture of accountability. The functions of each committee are specified in the '**Policy in Action Guidelines**' of the institution. The management ensures the involvement of staff in the Governing body and various committees and encourages staff members to freely voice their opinions and suggestions regarding the efficient functioning of the institution during staff meetings and meetings with the Management which is given due consideration. The accountability to the principal and management ensures that the decentralized structure doesn't lead to chaos but rather contributes to the overall success and development of the institution.

The management approach where the decision-making process involves **active participation and collaboration among various stakeholders, including administrators, faculty members, non-teaching staff, and students**. It encourages shared responsibility, open communication, and the involvement of individuals in shaping the policies, procedures, and direction of the college. Through the participative management practices faculty feel empowered and motivated to contribute their best efforts towards achieving the college's goals, leading to increased job satisfaction and engagement.

Decentralization and Participatory Management at Teaching Staff Level

The institution ensures **participatory management of teaching staff in the decision-making process** and management of an institution. In participatory management practices, teachers involve in decisionmaking processes related to **curriculum development, teaching methods, and assessment strategies**. The collaboration among teaching staff is fostered by promoting joint lesson planning, team

teaching, and collaborative projects.

Decentralization and Participatory Management at Non-Teaching Staff Level

Non-teaching staff members are actively involved in the various levels of the institution's governance. The **institution takes into consideration the suggestions and recommendations provided by the non-teaching staff**. The institution fosters a collaborative and inclusive work environment by promoting teamwork and team-building activities. The institution conducts regular meetings where non-teaching staff can discuss and contribute to decision-making processes.

Decentralization and Participatory Management at Student Level

Decentralization and participatory management practice at the **student level involve empowering students to play an active role in decision-making processes within the institution**. This approach aims to foster a sense of ownership, responsibility, and engagement among students, preparing them for future leadership roles.

Constitution of Committees

The college organizes staff meeting to **constitute various committees** democratically that discharge various duties of the college. Members can **include faculty, students, staff**, and external experts, depending on the nature of the committee's work. The process begins with the formation of college committees involves all teaching and nonteaching staff of the college. All programs and activities of the institution are planned & executed by the said committees headed by the convenors.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

The institution maintains complete **transparency in its financial, academic and administrative functions**. The institution has three distinct levels of audit: statutory audit by chartered accounts, internal financial audit, and government audit. The annual academic plan is prepared in the beginning of each academic year. College prospectus and website serve as information resource and gives clear and complete information about admission schedule, rules and eligibility criteria. To ensure good governance, transparency, and accountability, the vision, mission, and goals are clearly defined at all

levels.

Financial Transparency

The College prepare budget for every economic year. Before preparing the budget the secretary of financial committee collects the list requirements from staff council. Then the finance committee identifies the urgent requirements and discuss with principal and manager of the college. The college should provide detailed information about its budget, including income sources (tuition fees, donations, etc.) and expenditures (salaries, infrastructure, academic programs, etc.). This information can be shared through staff council and other related committee meetings. The Finance Committee recommends to the principal to allocate funds of the college for various items namely infrastructure, library books, laboratory equipment, teaching aids, and office needs. The committee also approves the tentative budget allocating funds for training programmes, seminars, workshops and conferences for faculty and students. All the purchase is made through purchase committee. Maximum payments are made through cheques. College should disclose how they allocate and spend their funds. The College **conduct statutory audit every year and internal financial audit in the alternative years.**

Academic and Administrative Transparency

Academic and Administrative transparency is essential for building trust and maintaining a healthy and effective learning environment within a college. Administrative transparency of a college is always accountable, and communicative about its administrative processes, decision-making, and operations.

Admission of students is done online through centralised allotment process (CAP) of Mahatma Gandhi University. Time table for each semester is displayed on notice board. **Academic Administrative Audit (internal and external)** are done alternatively. Programme outcomes and course outcomes are given in the College website and also communicated to students. A decentralised mechanism is practicing in the college in which various responsibilities are divided among faculty members. **Vacancies** of teaching posts are **advertised in college website and daily newspapers**. Recruitments of posts are done **as per the norms of UGC, NCTE, Mahatma Gandhi University and Kerala Government**. Academic and Administrative Audit was conducted in the college every year. The college provides sufficient opportunities to the stakeholders to know about the day to day functioning of the college. The institution maintains transparency in its administrative aspects. **Service Rules Book** is available to provide information on Service rules, code of conduct, and benefits available to the staff. Transparency is maintained in the admissions of the students. **25% of the Management seats** of the B.Ed. course are allotted based on merits. **75% of the students** come under **Government Quota**. Equal importance is given to these students.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The **Strategic Plan** of **SJCTEW** serves as a foundational document that demarcates the trajectory towards realizing its long-term aspirations and objectives. It is intricately aligned with the institution's overarching vision, mission, and core values. Emphasizing the enhancement of overall institutional growth and the refinement of diverse facilities and infrastructure, the strategic plan encapsulates a blend of enduring goals and immediate targets geared towards **positioning the institution as a paragon of excellence**. Encompassing the **time frame from 2014 to 2024**, this plan delineates a concerted effort to attain significant milestones and advancements.

The following are the main aspects of the Strategic Plan:

1. Faculty Excellence
2. Infrastructure Augmentation
3. Research Culture
4. Academic Excellence
5. Eco-friendly Practices
6. Cultural Integration Initiatives

One of the initiative in the strategic plan is described in detail:-

Implementation of Enterprise Resource Planning (ERP)

St. Joseph College of Teacher Education for Women, Ernakulam introduced the **Cloud-based Centralised Campus Management System - Enterprise Resource Planning (ERP)** in the year 2022-2023. The college utilises ERP mechanism to make the activities transparent in the areas of Planning and Development, Administration, Finance and Accounts, Students Admission and Support and Examination.

The institution **signed a Memorandum of Understanding (MoU) with Mastersoft ERP Solutions, Maharashtra on 12th December, 2022**. Following the agreement, the institution proceeded to finalize the modules to be acquired for the ERP system. The inaugural meeting with Mastersoft, specifically addressing Enterprise Resource Planning, took place on 4th January 2023. The meeting was mainly to initiate Centralised Campus Management System in collaboration with Master Soft Enterprise Resource Planning (Master soft ERP).

The training sessions on ERP started from March 2023. The training sessions were given as both online and offline sessions. During the month of March, the first training was given to the admins to familiarise with the admin role in ERP. The trainer Mr. Shijin, guided the admins to explore the various provisions available in the software like attendance tracking, Interactive teaching learning Experiences, admission process, fees collection, exam process etc.

The Microsoft ERP app was installed in the mobile. The dashboard was familiarised. Training on Attendance and Interactive Teaching Learning Experiences (ITLE) Module completed. Teachers cleared their doubts regarding ITLE Module introduced by the Resource Person.

During the month of April, data migration and training completed. Training on feedback also completed. During the month of May, implementation of attendance was completed and ERP become functional. **ERP** plays a vital role by **integrating various processes into an integrated platform**. Thus implementation of ERP in the college lead to increased efficiency and improved management of resources.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

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 by the Mahatma Gandhi University, Kottayam, Kerala. Kerala Service Rules (KSR) and regulations and statutes of the Mahatma Gandhi University, Kottayam, are followed by all employees.

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

The Managing Council:

The organizational structure is centrally managed and supervised by the Managing Council constituted under the Vimala corporate Educational Agency. This committee is the apex body in respect of policy making and sets a framework for the implementation of the proposals from various contributors.

The Governing Body:

The Governing Body set the college's strategic plan, approving policies and ensuring that the college is operating in accordance with its mission and relevant laws and regulations.

The Principal:

The Principal is entrusted with the responsibility of managing the day-to-day affairs of the college, implements the directives of the Managing council in accordance with the norms and guidelines stipulated by the government, the University and other regulatory agencies.

College Council:

It takes major decisions regarding the day-to-day academic affairs of the college, works as a board of advisors to the Principal with the assistance from IQAC and PTA.

Administrative Officer supervises the Office Staff, Library staff, Support Staff etc.

Committees and Cells:

The student affairs as well as the administration of the college are supported by statutory bodies like Grievance Redressal Cell, Anti-ragging Cell, Internal Compliance Cell, SC/ST Cell along with Discipline Committee, Women Cell, Admission Committee, Placement Cell, Examination Committee, Library Committee, etc. The institution also has co-curricular and extra-curricular cells and committees like NSS, Eco Club, Social Service Club, Antinarcotic Club etc.

Appointment

The recruitment to the posts are on the basis of merit; **vacancies are advertised both in newspapers and the college website**. The interview panel comprises of the Principal, Senior Staff of the college and an External Subject Expert as per the provisions of the University.

Service Rules

All the **employees follow the rules regarding the recruitment, appointment, and selection process of University and Government** and other agencies. Employees have to comply with both the University regulations and Directorate of Collegiate Education.

Grievance Redressal Mechanism:

The Grievance Redressal Cell functions under the convenorship of a senior faculty, the employees can raise any issue before the committee. The college has Internal Complaints Cell (ICC) and Anti-ragging

Cell. The teachers and students are given necessary awareness on the redressal mechanism of the institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

In St. Joseph College of Teacher Education for Women the various and Bodies have well defined roles

and they plan out various programmes and implement them with the approval of the Principal.

Curriculum Transaction Planning Committee

Decision: Preparing the Master time table

In the Curriculum Transaction Committee meeting, the Principal assigned Dr Siji John and Ms. Aswathy D. V to prepare the Master time table and place it for approval by the 27th of May.

Action Taken: The Master time table was prepared and placed before the Principal for approval on 27th of May.

Library Committee

Decision: Purchase of Plagiarism Checker in the Library

Library committee forwarded a request for purchasing Plagiarism checker in the library. The principal explained the urgent need for purchasing a plagiarism checker for Ph.D course work students. Librarian Jincy Joseph was assigned that duty of purchasing Plagiarism checker

Action Taken: Plagiarism Checker X was purchased and installed in the Library.

Eco Club

Decision: To celebrate World Environment Day

The Eco Club of the college decided to celebrate World Environment Day on June 5th, 2021, through Google Meet due to the ongoing pandemic situation. It was decided to pay tribute to Sundarlal Bahuguna, during the event to honour his contributions to environmental conservation.

Action Taken: World Environment Day, was observed on June 5th, 2021, through a virtual gathering on Google Meet. The focal theme of the year, 'Ecosystem Restoration,' was communicated to all participants during the program. A heartfelt tribute was paid to the environmentalist Sundarlal Bhuguna, acknowledging his remarkable contributions. The event had Fr. Adv. Rajesh Punhathalackal as the chief guest, who delivered an insightful message on the critical aspects of ecosystem restoration and conservation, inspiring attendees with his thought-provoking words.

Women Cell

Decision: To organize a two-week program aimed at observing discrimination against women under the leadership of each optional and to enhance awareness among future educators. A meeting was held on November 23rd, 2022, to conduct a two-week program for observing discrimination against women in which all the members of Women's cell were present. Leader Anagha Mary, Assistant Leader Sneha P P and Secretary Ashna K J and teacher Coordinators Dr.Dinimol Jacob and Dr.Bindu Joseph were present.

Action Taken: A two week long programme between November 25th and December 10th 2022, was conducted. A variety of activities were undertaken by each department in collaboration with the Women Cell.

Anti- Narcotic Club

Decision: To conduct a flash mob as a campaign against the use of substance abuse among youth in the parking area of Seematti, Ernakulam and Rainbow Bridge, Marine Drive, Ernakulam

Action Taken: The event was conducted on 26th of October 2022 by 03:00pm and 04:00pm. The venue was Seematti car parking area, where the programme caught the attention of the public. A huge crowd gathered to watch the programme. Anti-narcotic club members and all the student teachers of St Joseph College of Teacher Education for Women actively participated in it. Majority of the students participated for flash mob. The students held placards with slogans against the use of narcotics. Mr. Rishikesh, Excise officer, Ernakulam addressed the gathering and gave an idea on the ongoing issues regarding narcotics in Ernakulam.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

St. Joseph College of Teacher Education for Women fosters a positive work environment and ensuring the well being of the teaching and non – teaching staff by designing and implementing welfare measures that encompass the various aspects of well-being . An unregistered staff welfare Association by the name Sanjoe Welfare Association functions in the institution to ensure the implementation of welfare measures. The welfare measures designed by the institution can be categorised as

Institutions effort for helping it's staff avail the Government schemes for medical aid like -

- **Maternity Leave**
- **Medical Allowance,**
- **Medical Leave**
- **Medical Insurance Scheme for State Employees and Pensioners (MEDISEP)**

Growth and satisfaction of both teaching and non-teaching staff and this involves

- **academic freedom for staff members, deputed on duty for attending and conducting the**

Seminars/ Workshops etc

- **access to library resources, journals, online journals in the college as well as those materials required to enrich the content from outside the college**
- **encouragement to participate and present and publish Research papers**
- **permission to do higher studies connected with their profession**
- **informed about their CAS and the provision to secure them whenever they are eligible**
- **participation in professional and technical training programme for skill enhancement**
- **Performance Based Appraisal System to determine individual strengths and weaknesses of teaching and non-teaching staff**
- **Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses**

Financial well-being is another critical aspect addressed by welfare measures. The staff is provided with

- **financial support for seminars and conferences.**
- **soft loans and help are provided to the needy staff**
- **subsidized canteen facilities**
- **staff tour expenses are met by the management**
- **honouring the retiring staff with valuable gifts**

Morale and motivation includes

- **preference to children of staff for admission to B.Ed courses**
- **admission preference given to children of the staff for admission in the management School**
- **financial aid for education of children of the needy staff**
- **merit awards to children of staff**

Mental and emotional well -being of the staff for building a supportive and cohesive work environment; and include the following programmes

- **Birthday and Feast day Celebrations of Staff**
- **Occasional Agape**
- **Spiritual renewal Programmes**
- **Staff tour**
- **Cultural Activities**
- **Sports activities**
- **Retirement party**
- **Felicitation by management during retirement**
- **Honouring academic achievements of Staff**

Physical facilities provided to the staff

- **Vehicle parking shelter**
- **Free overcoat to non-teaching staff**
- **First Aid Kit**
- **Separate cabin with computers and Wi-Fi facilities**
- **Equitable sharing of responsibilities**

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 64.37

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	12	12	5

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 31

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	5	3	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 62.07

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	14	9	8

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

St Joseph College of Teacher Education for Women (SJCTEW) follows a **Performance Based Appraisal System (PBAS)** that paves the way for the quality enhancement of the institution. The PBAS of SJTEW has significantly helped in the **evaluation of the performance of teaching and non-teaching staff**, in motivating them, analysing their strengths and weaknesses and ensuring better performance. Performance evaluation includes both formal and non-formal ways. The formal way involves filling up of the Performance Based Appraisal Form prepared by the institution for the teaching Faculty and the non-teaching staff, as well as collection of feedback from the students. The non-formal ways include observation of the faculty behaviour, performance of the assigned duties and responsibilities by the competent authority and providing a constructive feedback whenever needed.

- **Performance Based Appraisal System (PBAS) for Teaching Staff**

The teaching faculty fills the Appraisal Form every year. The appraisal report is based on the annual performance of the faculty on the basis of their **academic performance, research experience**, research projects carried out, **paper publications in reputed Journals**, book publications, chapter published in books, paper presentations in seminars and conferences, **FDPs and workshops attended**, teaching and evaluation experience such as total teaching experience, **paper setting, invigilation, evaluation**, practical exam, viva-voce etc. The Principal check and verify the proforma filled by the faculty members and communicates her feedback both in writing and through personal talk with the faculty.

- **Performance Based Appraisal System (PBAS) for Non-Teaching Staff**

The non-teaching staff members are also required to fill annually the Performance Appraisal Form. They are assessed for their participation in training programmes, professional competence which includes **knowledge of rules and regulation, ability to organize work, ability and willingness to take up additional work, creativity and innovation**, ability to learn and perform new duties etc., performance features which includes awareness of policies and procedures of the institution, **maintenance of Files/Records, accuracy and speed of work**, neatness and organization of work and personal characteristics which is based on attendance, punctuality integrity, cooperation with superiors, colleagues, students and public. Their performance is assessed by the Head of the Institution and constructive feedback is provided for their development and improvement.

- **Feedback by Students**

Feedback is also collected from students, on the performance of teachers at the end of each semester based on their subject competency, communication, classroom Management, technology integration, relationship with students and values and principles. This help teachers gauge their own strengths and weakness and pave the way for further improvement.

Other Performance Appraisal Mechanisms include:

- **Principal's Confidential Report for Faculty**
- **Principal's Confidential Report for Non-teaching Staff and**
- **Office Superintendent's Confidential Report for Non-teaching Staff**

The Faculty and staff are also lauded for their achievements in academics, research extension activities and in the discharge of duties during staff meetings, annual gatherings and college day.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

St. Joseph College of Teacher Education for Women conducts internal and external financial audits on the financial transactions to ensure financial compliance. All financial accounts of the college are audited. The Head Accountant maintains the accounts of the funds. The process of external and internal audits in a college involves a systematic examination and evaluation of its financial, operational, and compliance activities to ensure transparency, accountability, and adherence to relevant regulations

Process of the Internal audit.

Internal auditor is appointed by the management of the institution. The audit is **conducted in the alternative years by the internal Auditor**. The auditor carefully verifies the income and expenditure details and the report of internal audit is submitted to the management. All vouchers are audited by an internal financial committee on yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If 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.

Process of the External audit

The accounts of the college are **audited by chartered accountant and Govt auditors regularly** as per the government rules. The auditors ensure that all 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 attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The college undergoes regular audits conducted by a chartered accountant. This ensures that the financial transactions are in compliance with government regulations. The auditor ensures that all payments made by the college are duly authorized. This helps prevent unauthorized or improper use of funds. After the audit, a report is generated and sent to the management for review. This step allows the management to gain insights into the financial state of the institution. In case of any queries arising during the audit process, they are attended to immediately. This proactive approach ensures that any issues are addressed promptly. The institution has not encountered any major audit objections in the preceding years. This suggests a high level of financial discipline and adherence to rules and regulations. Regular audits, prompt query resolution, and adherence to rules contribute to maintaining transparency and preventing financial mismanagement.

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

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2

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

Response: 2.66

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
8.27	1.03	2.4	1.28	0.325

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

SJCTEW has well-defined strategies for the mobilisation of funds. There is a finance purchase committee that plan for the years Budget based on the previous years expenses and current years requirement. The Plan is prepared in the month of May. The principal takes decisions regarding financial matters in consultation with finance officer. The underlying Principle in mobilization of funds is transparency and optimal utilization of resources. The institution obtains funds from different sources.

The major sources of funds include;

- **Central Government Grant and Aid**

- **State Government Grant and Aid**
- **Contribution from Management**
- **Fee Collection and Allied Income**
- **Administrative Income**
- **Income from Research and Development**
- **Income from Hostel**
- **Contribution from Philanthropists (Donations)**
- **Contribution from Alumni**
- **PTA Contribution**

One of the primary sources of funds for the college is the **Government source**. As an aided institution, the college receives a grant-in-aid towards the salaries of the faculty. Moreover, the students also avail of various scholarships from the government as per the government notifications for educational support. This helps in reducing the financial burden on the students and enables them to focus on their studies.

The **contribution from the management** is utilised for the construction purposes and also for infrastructure up gradation and maintenance. The **fees collected from students** is completely utilised for the welfare of students. **Administrative income** is used mainly for the maintenance of college campus. It is also used for printing and stationary charges, telephone and electricity charges etc. **Income from research and development** is mainly used for conducting research seminars and conferences and also for the publication of institutional research journal. Income from hostel is utilised completely for hostel purposes. **Contribution from philanthropists** are mainly used as funds for organizing educational and cultural fests, financial support to needy students as fee concessions and free ships and also for extension and outreach programmes. **Contribution from alumnae** are mainly used as funds for organizing educational and cultural fests and also for providing financial support to needy students. Another source of funds for the college is the PTA fund. **The PTA fund** is used for providing financial assistance to the needy students. The college also utilizes the PTA fund for giving scholarships to students who excel in the B.Ed degree examination. The institution always ensures the effective and efficient use of available financial resources.

The funds are mobilized carefully to ensure that all the needs of the institution are thoroughly met.

- The Purchase Committee manages the purchases of the institution.
- The Principal and the Finance Officer (Bursar) confirm optimum utilization of funds.
- Internal and external financial audits are conducted regularly to ensure financial transparency.

All financial accounts of the college are audited. The Head Accountant maintains the accounts of the funds. The process of external and internal audits in a college involves a systematic examination and evaluation of its financial, operational, and compliance activities to ensure transparency, accountability, and adherence to relevant regulations.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

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 checking of the ICT resources and their functioning provided in the class rooms ensures the effective use of the same for the teaching learning process. A total number of 25 Value added courses were offered during these years.

Assessment and Evaluation: Timely collection, analysis and reporting of the 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 the teachers is taken care of. Principal's Confidential report is prepared for teaching and non-teaching staff.

Faculty Development Programme : A total of 25 faculty development programmes were organised in the last five years.

Student Enhancement Programmes: Nearly 15 programmes were organised for Student Enhancement.

Research and Publications: Faculty and Students were encouraged to publish their research findings in reputable journals.

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

Internal and External Audits: Internal and external Financial and Academic-Administrative Audits were undertaken regularly to evaluate the institution's performance against set benchmarks.

Other Audits: Other Audits conducted were Green Audit, Environment Audit and Energy Audit.

Mous for Collaborations: 33 MoUs were Signed for various Collaborations.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

SJCTEW adopts a systematic and comprehensive approach to review its Teaching-Learning Process. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The **Academic Calendar** is prepared in advance, displayed and circulated in the institution and strictly followed. The academic calendar serves as a guide for the effective execution of academic activities. The curriculum transaction is done using several strategies like group discussions, seminars, experiential learning, brainstorming, participative learning, ICT based approaches etc. The **IQAC and Curriculum Transaction Planning Committee** conducts periodical meetings with faculty and reviews the teaching learning process of the year. The IQAC also plays a vital role in analysing the performance of teachers through **Performance appraisal mechanisms**. This performance-appraisal mechanism is designed to help teachers identify their strengths and weaknesses and to take corrective measures to improve their teaching skills. The IQAC collects this data and uses it to identify areas where further training or support may be required to enhance the quality of education. The **Principal also prepares a Confidential Report** for faculty which provides constructive feedback highlighting areas of strength and areas necessitating improvement.

Academic and Administrative Audits are also conducted every year which helps the institution to ensure that the teaching-learning process is effective and aligned with the institution's goals and values. IQAC collects relevant data and information related to the teaching-learning process. This data include feedback from students and faculty and classroom observations. **Feedback from students** helps to find out the lacunae and fill the spaces. The institution monitors the performance of the students based on learning outcomes of students also. For this the institution take on regular class tests, continuous evaluation including internal tests, assignments, group discussions, and seminar presentations. The improvement of teaching learning process is also evident from the results of students in university examinations. **The analysis of results** shows an incremental increase in academic performance among both B.Ed. and M.Ed. students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 11.4

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
22	10	12	7	6

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**

5. Participation in NIRF**Response:** A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Over the past five years, St Joseph College of Teacher Education for Women, has undergone significant incremental improvements, particularly in embracing and implementing cutting-edge technologies to enhance the learning experience for both students and educators.

Example 1. Enterprise Resource Planning (ERP)

The installation of an Enterprise Resource Planning (ERP) system in colleges serves a variety of purposes, streamlining administrative processes, improving efficiency, and enhancing overall institutional management. Integration of a Learning Management System (ERP) that has revolutionized how courses are delivered and managed. The ERP provides a centralized platform for course materials, assignments, and communication, fostering a more streamlined and efficient learning environment. Students can access course content anytime, anywhere, promoting flexibility and accessibility. Moreover, the system facilitates real-time collaboration and discussion among students and instructors, fostering a more interactive and engaging educational experience.

Example 2. Collaborative efforts through Memorandum of Understanding

The Institution signed MOUs between different institutions, or stakeholders to establish a framework for cooperation and collaboration. The institution also shares resources, facilities, or expertise through MoUs. The college has established collaborations with the following institutions through Memorandums of Understanding or linkages for various activities and initiatives.

1. St. Joseph's HSS, Koonammavu, Kerala.
2. St. George High School, Poonithura, Kerala
3. Ranimatha Public School, Ernakulam, Kerala.
4. Little Flower High School, Njarakkal
5. St. Mary's High School, Aluva
6. Sacred Heart High School, Thevara
7. St. Mary's Convent Girls High School, Ernakulam
8. St. Thomas G.H.S., Perumanoor, Ernakulam.
9. St. Augustines High School, Kaloor
10. St. Josephs CGHSS Thripunithura
11. St. Josephs Public School, Njarakkal, Kerala.
12. Our Lady's High School, Thopumpady, Ernakulam
13. Carmel College of Nursing, Chunangamvely, Aluva.
14. Chavara cultural Center , Ernakulam, Kochi.
15. Athma Yoga Academy, Welfare Services, Ponnurunni, Vytilla
16. St. Peter's College, Kolencherry, Ernakulam, Kerala.
17. Bharat Matha School of Social Work and Bharat Matha Extension for Organic Research and Environment (BeFore), Thrikkakara, Kerala
18. Rajagiri Media Trust, Rajagiri Valley, P.O., Kakkanad, Kochi-682039
19. Morning Star Home Science College, Angamaly South, Kerala
20. Mar Theophilus Training College, Trivandrum
21. St. Thomas College of Teacher Education, Pala, Kottayam.
22. St. Ann's College of Education (Autonomous, Secunderabad, Telengana.
23. Holy Cross College, Agartala, West Tripura, India -799210,
24. Snehasadan- College of Special Education, Angamaly, Ernakulam, Kerala.
25. Bosco College of Teacher Education, Dimapur, Nagaland.
26. Master Soft ERP Solutions Pvt. Ltd., 1456-A, Nagpur, Maharastra, India- 440024
27. Ramanujan College, University of Delhi, New Delhi-110019.
28. Yuvakshetra Institute of Management Studies, Palakkad.
29. Aspire Greens, Kadavanthara, Allapra.

MOUs have facilitated collaboration between SJCTEW and various educational institutions, enabling us to work together on various initiatives such as

- **School induction and Internship Programme**
- **Faculty Development Programmes**
- **Administrative Training Programme**
- **Library Internship Programme**
- **Students Exchange Programme**
- **Entrepreneurship Training programme**
- **International Workshop**
- **Outreach Programme**
- **Collection, Transportation and Disposal of e-waste**

Collaborative efforts of SJCTEW through MOUs has contributed to the improvement of academic quality, faculty development, and the overall educational standards of the institutions involved.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - 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

Response:

St Joseph College of Teacher Education for Women is committed to providing quality education to its students and in moulding them to be responsible stewards of nature. SJCTEW has a well formulated **Energy Policy Document** aiming at conserving energy and harnessing alternate green sources of energy to satisfy its power demands efficiently and sustainably.

SJCTEW, took its first step to green energy in September 2016, spending Rs. 277574.00 for installing Six Solar PV Module 250W/24 V, One 3500VA Solar PCU36 V, one Solar MPPT CCU40A/36V and six EXIDE 6LMS 120L Solar Battery. The **Solar Energy backup** is used to power the institution. From the year 2022 the entire campus i.e the Sanjoe Block, the Heritage Block and the College Hostel of SJCTEW is powered by Solar energy produced by the solar panels .

The **Energy Conservation Strategies** in SJCTEW involves -

1. **Sustainable energy designs and renovations.** The new constructions and renovation works of the institution is guided by the **principles of Sustainable Development. Energy Conservation practices is prioritized** in purchase of electrical equipments.
2. **Older electrical equipments are replaced with energy efficient ones.** Fused Electrical incandescent lamps are replaced with LED Bulbs. The worn out electrical appliances were replaced by energy efficient ones. 114 Nos. of LED Lamps, 33, LED Tubes 20 Star certified fans appliances has been purchased in the last five years to replace the worn out older incandescent lights and fans.
3. **Workshops in repairing Electrical and Electronic Home Appliances are organised** to train students in repair of electrical appliances and thus save energy .
4. **Solar panels are installed to switch to solar energy.** In the year 2022 the entire campus became solar energy powered.
5. **Enhancing Energy consciousness** among students, staff, stakeholders and society by :
 - Offering **Value Added Courses:** the Value Added Courses **SJVAC2204: Foundation Course on Sustainable Development** , **SJVAC2212: Foundation Course on Green Schooling in the year 2022-2023**, **SJVAC2101: Foundation Course on Green Education** in the year 2021-2022 and **SJVAC2001: Climate Education and Curriculum Development** in the year 2020-2021 were provided
 - **Awareness Campaigns:** the student teachers of the Physical Science optional organized an Awareness Campaign in Energy Conservation at Ernakulam South Railway Station for the public and the student teachers of Natural Science Optional conscientised the people on Energy Conservation Strategies of Kacheripady locality .on 16th December 2022
 - **Displaying sign boards** on 'Save Energy' and 'Switch off lights and fans when not in use'

in the campus to remind all to be responsible and judicious in the use of energy

- **Displaying the Green Protocol of the institution** at strategic points in the institution
- **Encouraging the prospective teachers to take up research in sustainable practices for energy conservation.** Lini John (M.Ed Programme 2020-2022) undertook a study on Green Culture and Scientific Temperament among Student Teachers at Secondary Level

6..Each optional class has a student in charge to see to it that the lights and fans and the compute and ICT facilities of the classrooms are switched off when not in use .

7. Any complaints regarding the electrical and electronic equipment is brought to the notice of the finance officer and is rectified .

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

St Joseph College of Teacher Education for Women, Ernakulam, is devoted to practicing responsible waste management practices for creating safe and green environment. The stated Waste Management Policy reflects the institution's ethos in safeguarding the environment and creating teachers who are stewards of nature. Waste Management Practices are implemented to conscientise the student teachers, faculty and staff and to minimize waste and dispose them scientifically in appropriate bin to maintain a green and clean campus. Waste Management Practices in SJCTEW occurs at three levels

Level 1: Segregation of Waste Generated in the Campus

- **Color coded bins** are placed to segregate food waste, dry waste and electronic waste in each floor of the college building.
- **Two bins is provided in every classroom** to segregate dry waste and food waste at the generation point.
- **Sanitary pad is disposed in bins** placed in the wash rooms of each floor.

Level 2: Disposal of Waste on the basis of its nature

- The **Fixed Dome Model Biogas Plant** of 10 Cubic meter capacity built in 2009 to turn the food waste generated in the college hostel into sustainable energy and fertilizers, with positive effects on the environment is functional up to date.
- **Vermicomposting** is practiced for disposing bio- waste from the garden. There is a vermin

compost pit and an in vessel vermicomposting. The student teachers of Natural science optional engage in vessel vermicomposting.

- The **Dry Waste Burning Unit** of 50kg capacity installed in the institution in the year 2016 serves to burn dry waste and sanitary waste.
- Plastic wastes and noncombustible dry wastes are collected by **Kochi Municipal Corporation**.
- Paper waste is given to FIAT mission to be recycled and used for printing books.
- **One sided waste papers** are put to use in office for taking **rough copy prints**
- **Electronic Wastes** are disposed off scientifically by handing it over to such external agencies. An **MOU** was signed in 2022 with **ASPIRE GREENS** for the same .

Level 3 : Measures Adopted to Minimize waste

- Soft Copy of Documents are encouraged. **ERP Master Soft Solutions, Tally, Comptes and Exact Soft wares** are used for accounting and administrative purposes.
- **One time use Plastic items are banned** in the college premises.
- Students and faculty are encouraged to bring **lunch in steel boxes** to minimize paper and plastic wrapper wastes.
- **Sign Boards like ‘don’t litter’, ‘put your waste here’** serve as reminder to dispose waste in the right place.
- Students are **trained to convert waste into wealth** like: preparing paper bags, cloth bags, mats, cushions, purses, decorative articles, jewelry items from wastes and they also teach the same to the community.
- The toilet waste drains into the septic tank. Drains are periodically checked and cleaned .
- **Value Added course on Green Education** was designed and given .
- Students and staff are encouraged to take up **research and projects in environment related topics**
- **Environment Audit, Energy Audit and Green Audit** is carried out .

The FinanceOfficer(Bursar) sees into the matters of waste disposal. The Principal monitors the waste management practices.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants

5.Sewage Treatment Plant**Response:** A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment****Response:**

St Joseph College of Teacher Education for Women, Ernakulam believes in the maxim that the ***Key to a Cleaner planet is in our Hands***. It strives to maintain a clean and green environment in tune with **Swatch Bharath Abhiyam** the much appreciated initiative of the Indian Government. SJCTEW has framed a **Green Policy and a Green Protocol** which is exhibited in the campus and the institutional website. The college has a dedicated **team of Office Attendants who under the supervision of the Principal and the Finance Officer** look into the matters of campus cleanliness . The procedures involved in the cleaning and sanitation of the campus is upgraded according to the needs of the time. During the COVID 19 Pandemic the campus was sanitised fortnightly and also after every University exam day as visitor's to the college were in large numbers . The common procedures involved in SJCTEW is as follows -

I. Maintenance of cleanliness:

• Campus Cleanliness

1. The campus and the frequently used lobby, washrooms, library , offices and conference room are cleaned daily by the Office Attendants .
2. Waste is segregated at the collection point into separate bins in the campus and disposed off scientifically.
3. Sign boards are placed at various points in the campus to remind to keep the campus clean
4. Prospective teachers are trained to clean the campus and classrooms by participating in cleaning drives on specific days of importance
5. Regular trimming of grass and pruning of trees is practiced to prevent wild overgrowth and ensures cleanliness
6. The water tanks and water reservoirs are cleaned on an annual basis

2. Sanitation

1. Washrooms are cleaned and disinfected daily. Availability of cleaning agents for the same is ensured by the finance officer
2. Regular and continuous water supply is ensured in wash rooms and rest rooms. .
3. Separate bins are provided in the washrooms to dispose sanitary wastes
4. Periodical Cleaning of Sewages is ensured
5. COVID protocols were adhered to strictly and periodical sanitization of the classrooms and lobbies were ensured during the pandemic times

3. Green Cover

1. Plants and trees are planted and maintained regularly to provide fresh and clean air
2. Prospective teachers and staff are encouraged to green their classrooms and cubicles respectively
3. Commemoration of important days like environmental day involve planting of trees
4. Student teachers are trained in organic farming
5. A Silent Zone and an Oxygen Zone is designed and maintained in the campus
6. There is a herbal garden and a vegetable garden

4. Pollution free Environment

1. Water Purifier provides clean drinking water

2. Help from the Kochi Municipal Corporation is taken to curb the spread of mosquitoes and the campus is disinfected once in every two weeks
3. Sanitary wastes are burnt in the smokeless incinerator
4. One time use plastics are avoided in the campus
5. Smoking is prohibited in the campus
6. Student teachers engage in cleaning the campus as well as neighboring places like Mangalavanam, Marine Drive, Vanchi square, Govt. hospitals, Old age homes etc.
7. Planting of mangroves in Mangalavanam the bird sanctuary at High Court Junction Ernakulam is undertaken

5. Personal Hygiene and cleanliness

1. Value Added Course on Health Education and Home Science, as well as talks by Medical Professionals on Menstrual Hygiene are arranged
2. Sufficient number of washrooms and a continuous and good supply of water (24x7 hours) is ensured.
3. Prospective teachers are also reminded of keeping the toilets clean.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 3.82**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.52235	3.75659	1.98648	0.51547	0.55181

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The goal of St Joseph College of Teacher Education for Women, Ernakulam is to form teachers who are inspiring, socially committed and responsible stewards of nature and to achieve this end SJCTEW leverages local environment, locational knowledge and resources. The Institution incorporates the community into its curriculum delivery in the following aspects:-

1. **Contextual learning** : students teachers are 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 to get a firsthand experience and learn the important lessons of empathy , care and concern for the marginalized .
2. **Preserving and Transmitting Culture:** interviews with the local artists, renowned teachers of the locality and calling in resource persons from such fields for the various programmes in the institution help our student teachers to understand the richness of our culture. Field visits to places of Historical importance like museums and Palaces, heritage sites also serves the purpose.
3. **Training in Kalaripayattu a traditional self defense mechanism of Kerala:** is also given to our students by seeking help from local certified trainers.
4. **Forming into Stewards of Nature;** resource persons from the Mangala Vanam- Bird Sanctuary and, KUFOS(Kerala University of Fisheries and Ocean studies) are called in to take classes and inspire our student teachers to care for nature
5. **Updating our Student Teachers with the Latest Developments in the Field of Education :** resource persons from the neighbouring universities and colleges are called for.
6. **Equipping and Empowering our Student Teachers with the Knowledge on Legal Rights and their Duties and Responsibilities as Citizens :** Advocates from the High Court , Kerala Police, Central Police Station. are called in as resource persons
7. **Making them Sensitive to the Needs of the Tribal People and Work for their Upliftment:** the support from the Social work department of neighbouring colleges lie Bharath Mata College, financial aid from local people and NGOs like the Rotary club is sought.
8. **Pre-service Training** : our students have their induction and internship programmes in the schools of the locality .
9. **Transgressors from the Locality** are called in and interactions with them help our student to develop an attitude of gender equality and inclusiveness.
10. the help from local **Political leaders , Govt. Officials are sought** from time to time for the upliftment of our institution
11. **Opportunities like the Youth festivals** held in schools of the locality and interschool competitions serve to provide our student teachers with a first hand knowledge of organizing events, and evaluating and judging the talents of the school children .
12. In the challenging situations like **natural calamities like flood and pandemic** like COVID our students were trained to be sensitive to the needs of others and to volunteer to help those in need
13. Drug abuse being on the rise SJCTEW has taken it as it's sacred duty **to raise awareness against drug abuse in the public by its extension activity called Jagaran** which is in tune with the Nasha Mukth Bharath Movement of the Honourable Prime Minister Sri Narendra Modi .

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices**7.2.1**

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice 1

Title

Harnessing Optimism and Potential through Education (HOPE) embodies our institution's exemplary initiative aimed at empowering and uplifting the marginalized and vulnerable segments of society.

Duration

SJCTEW has dedicated 66 years to serving the nation through a diverse array of community engagements and activities. The ongoing practice of HOPE remains steadfast in reaching out and addressing the needs of the underprivileged.

Objectives of the Practice:

- To cultivate optimism among the socially disadvantaged.
- To enhance confidence and self-belief in one's own potential.
- To foster the development of a knowledgeable society that champions inclusion.

The Context

Education is regarded as a powerful tool for nurturing optimism and unlocking one's potential.

The Practice

SJCTEW champions a diverse range of outreach initiatives aligning with the SDGs, infusing hope and optimism into lives of the many through:

- Free tuition and summer classes annually at the Government Children's Home for Girls in Kakkanad, uplifting the spirits of its residents.
- Teaching-learning resources distribution and establishing class libraries in rural schools, nurturing a love for learning in eager young minds.
- Producing audio tutorials for the visually impaired, fostering inclusivity and bridging divides.
- Spearheading the 'Jagran' initiative, an awakening against the shadows of drug abuse.
- Engaging with tribal communities, amplifying the voices of those marginalized by mainstream society.
- Embracing diversity and inclusion by celebrating Christmas with transgender individuals,

Evidence of Success

HOPE has garnered appreciation from civil authorities, and the glowing feedback received from beneficiaries stands as a powerful testament.

Problems Encountered

Shortage of human resources, limited student commitment to the cause, and financial constraints.

Resources

Funds sourced from philanthropists and donations from well-wishers. dedication and enthusiasm of its faculty members and partnerships with non-governmental agencies.

Best Practice 2

JITECH – Josephite Integration of Technology for Enhanced Classroom Harmony

Objective:

To empower student teachers with the necessary technological skills and competencies, enabling them to integrate technology with teaching practices, hence enhance classroom harmony.

Context:

In the rapidly evolving world SJCTEW recognizes the paramount importance of embracing technology to stay abreast of contemporary pedagogical trends. JITECH emerges as a response to this, to equip educators with the requisite tools and knowledge to navigate the digital realm effectively.

Practices:

JITECH framework involves a multifaceted approach to foster technological proficiency among student teachers. This encompasses comprehensive training in technological skills, including blog creation, ICT-integrated self-learning material design, QR code integration, and utilization of ICT tools for teaching-learning processes, along with specialized training in multimedia production techniques, data-driven decision-making, and the utilization of digital platforms for educational purposes.

Evidence of Success:

The success of JITECH is evident in its positive outcomes.

- Enhanced integration of technology into teaching practices,
- Creation of innovative and engaging learning materials.
- Streamlined administrative processes and improved efficiency in e-governance operations -transition to ERP systems.

Problems Encountered:

JITECH has encountered challenges such as initial resistance to adopt new technologies and technical limitations in accessing certain resources.

Resources:

Support of dedicated faculty members with expertise in educational technology and multimedia production. Access to relevant software applications and technological tools, a robust technological infrastructure conducive to hands-on learning experiences.

In conclusion, JITECH embodies the College's commitment to preparing educators who are proficient in educational technology, ensuring effective teaching practices in a digitally enriched learning environment.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Nestled in the vibrant city of Ernakulam, **St. Joseph College of Teacher Education for Women** stands as a beacon of educational excellence, proudly owned by the illustrious Congregation of Mother of Carmel, a legacy initiated by the revered Saint and Social Reformist of Kerala, St. Kuriakose Elias Chavara. Grounded in the profound belief in the **transformative potential of women**, St. Kuriakose Elias Chavara advocated tirelessly for the education of women, recognizing it as the cornerstone for societal progress. Inspired by his visionary ethos, SJCTEW embraces a noble mission – **to nurture and empower women educators** imbued with the wisdom and compassion to lead our society towards enlightenment and advancement.

***Vision:** Keeping to the spirit of our founder, Saint Chavara Kuriakose Elias, we dream of forming empowered teachers who lead a life imbued in faith in God, realizing their full potential, and passionately contributing to build a learned society rooted in love and unity.*

At our esteemed institution, we embrace a profound sense of institutional distinctiveness encapsulated in the evocative phrase '**TA NAYITHI**', translating to '**She Leads**'. This mantra symbolizes our unwavering commitment to women's empowerment. Through a rich tapestry of transformative initiatives, both within and beyond our campus confines, we have carved a unique identity in the realm of fostering female leadership. '**TA NAYITHI**' stands as a powerful testament to the efficacy of our myriad programmes and activities, all designed to cultivate a cadre of women educators who not only excel but also **lead with grace and fortitude** in shaping our society's future.

Each event and programme is meticulously tailored to **empower our students as leaders**, nurturing their inherent potential. We prioritize active student participation, entrusting them with responsibilities in organizing and executing activities, thereby fostering **a culture of accountability and initiative**.

From the daily morning assembly to the grandeur of our College Annual Day, our students take the helm, **orchestrating these events with precision and dedication.** Their efforts are complemented by constructive feedback loops, ensuring **continuous refinement and growth.**

Creativity finds boundless expression through portfolio creation, blog development, and the crafting of ICT resources. Research skills are honed through activities such as article composition, journal reviews, and engaging in action research and case studies. Moreover, our students eagerly pursue self-study and value-added courses, embodying a **thirst for knowledge and personal advancement.**

Our commitment to social responsibility is exemplified through green practices, community outreach initiatives like HOPE, and Jagran campaigns against societal ills like drug abuse and AIDS. Furthermore, our students actively engage **with marginalized communities, breaking stereotypes, fostering empathy, and celebrating diversity.** Through these experiences, we strive **to cultivate leaders** who not only excel academically but also embody the values of compassion, respect, and social consciousness.

"She Leads" isn't just a mantra; it's a guiding principle that shapes every aspect of our institution's journey towards excellence. Every initiative, from academic excellence to fostering creativity, is underpinned by a commitment to recognizing and celebrating individual differences within our circle of love.. With a rich legacy spanning 67 years, SJCTEW proudly declares its contribution in shaping JOSEPHITES – Just, Obedient to the will of God, Socially committed, Evolving, Patriotic, Hardworking, Inspiring Teachers who are also Enthusiastic Stewards of nature. These remarkable individuals embody the essence of '**TA NAYATHI**', epitomizing the transformative potential of empowered women leaders in society.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

In the pursuit of excellence, **SJCTEW** has embarked on a transformative journey since its last NAAC accreditation. With a commitment to fostering holistic development and academic excellence, the institution has witnessed remarkable advancements across various spheres.

SJCTEW has significantly bolstered its academic prowess, evident in the surge of Ph.D. holders among faculty members, enriching the academic environment and enhancing the quality of research and teaching. Moreover, fostering research collaborations has been a cornerstone of our strategy, facilitating interdisciplinary exchange and knowledge dissemination. The elevation of scholarly endeavors is evident in the increased number of faculty publications in UGC- CARE journals.

SJCTEW has embraced technology-driven initiatives to enhance e-governance and instructional support such as wi-fi enabled campus and all classrooms being ICT enabled. The implementation of an ERP system has streamlined administrative processes, fostering efficiency and transparency. Furthermore, the establishment of a studio for e-content development, leveraging digital platforms for pedagogical innovation. The Library has also witnessed remarkable upgradation with modern systems such as D- Space, KOHA, N- list, Plagiarism Checker and website of its own.

Our commitment to community engagement and outreach has witnessed a notable expansion, reflecting our dedication to societal impact and inclusive education.

SJCTEW has undergone significant infrastructural upgrades to provide a conducive learning environment. From state-of-the-art facilities to eco-friendly initiatives, our campus embodies sustainability and innovation. The adoption of green initiatives, including solar power utilization, rainwater harvesting, e-waste management and move towards paperless office underscores our commitment to environmental stewardship and responsible citizenship.

The journey of **SJCTEW** since the last NAAC accreditation is marked by a relentless pursuit of excellence and innovation. Through strategic investments in academic, technological, and infrastructural domains, we have positioned ourselves as a beacon of educational excellence and societal relevance.

Key Achievements:

- Increase in Ph.D. holders among faculty members
- Expansion of research collaborations
- Implementation of ERP system for e-governance
- Diversification and amplification of outreach programmes
- Surge in faculty publications in UGC CARE journals
- Infrastructural upgrades and sustainability initiatives

Future Directions:

- Continued emphasis on interdisciplinary research
- Expansion of industry-academia collaborations

- Integration of emerging technologies for enhanced learning experiences
- Strengthening of community engagement initiatives
- Commitment to sustainability and environmental conservation

Concluding Remarks :

St. Joseph College of Teacher Education for Women (SJCTEW) stands as a beacon of **Excellence** and **Empowerment** in the realm of Teacher Education. With a rich legacy spanning over six decades, SJCTEW embraces the visionary philosophy of St. Kuriakose Elias Chavara, advocating for the transformative power of women. Through initiatives like **HOPE** (Harnessing Optimism and Potential through Education) and Innovative Technology Integration for Classroom Harmony, embodied in the **JITECH** framework, SJCTEW fosters an environment where women educators emerge as leaders. With a steadfast commitment to sustainability, ethical conduct, and social responsibility, SJCTEW ensures that its graduates, guided by the principles of integrity and professionalism, are not only academically proficient but also socially conscious and empathetic individuals. As SJCTEW continues to chart its path forward, it remains dedicated to nurturing leaders who excel in their fields, empowering generations of educators to lead with purpose and impact. Through its unwavering dedication to the ethos of "**TA NAYATHI -She Leads**", SJCTEW exemplifies a legacy of Excellence in Teacher Education, inspiring positive change and shaping the future of education.