



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	St. Joseph's Training College, Mannanam
♦ Name of the Head of the institution	Dr. Varghese K. Cheriyan
♦ Designation	Principal
♦ Does the institution function from its own campus?	Yes
♦ Alternate phone No.	04812597347
♦ Mobile No:	9447353546
♦ Registered e-mail ID (Principal)	stjosephstrainingcollege@gmail.com
♦ Alternate Email ID	mannanamtrainingcollege@gmail.com
♦ Address	Mannanam P. O.
♦ City/Town	Kottayam
♦ State/UT	Kerala
♦ Pin Code	686561
2.Institutional status	
♦ Teacher Education/ Special Education/Physical Education:	Teacher Education
♦ Type of Institution	Co-education

◆ Location	Rural																								
◆ Financial Status	Grants-in aid																								
◆ Name of the Affiliating University	Mahatma Gandhi University																								
◆ Name of the IQAC Co-ordinator/Director	Dr. Ronu Thomas																								
◆ Phone No.	9526096958																								
◆ Alternate phone No.(IQAC)																									
◆ Mobile (IQAC)																									
◆ IQAC e-mail address	stjosephs1957@gmail.com																								
◆ Alternate e-mail address (IQAC)	sjtc.iqac@gmail.com																								
3.Website address	https://stjosephstrainingcollege.org/																								
◆ Web-link of the AQAR: (Previous Academic Year)	http://stjosephstrainingcollege.org/wp-content/uploads/2023/07/AQAR-2020-21.pdf																								
4.Whether Academic Calendar prepared during the year?	Yes																								
◆ if yes, whether it is uploaded in the Institutional website Web link:	http://stjosephstrainingcollege.org/wp-content/uploads/2023/07/Academic-Calendar-2021-22.pdf																								
5.Accreditation Details																									
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Four Star</td> <td>00</td> <td>2001</td> <td>05/11/2001</td> <td>05/11/2006</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.85</td> <td>2008</td> <td>28/03/2008</td> <td>27/03/2014</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.17</td> <td>2014</td> <td>24/09/2014</td> <td>23/09/2019</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	Four Star	00	2001	05/11/2001	05/11/2006	Cycle 2	B	2.85	2008	28/03/2008	27/03/2014	Cycle 3	A	3.17	2014	24/09/2014	23/09/2019	
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Cycle 2	B	2.85	2008	28/03/2008	27/03/2014																				
Cycle 3	A	3.17	2014	24/09/2014	23/09/2019																				
6.Date of Establishment of IQAC	10/12/2003																								
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																									

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
St. Joseph's Training College	RUSA Project	RUSA	01/04/2019	1709308
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
♦ Upload latest notification of formation of IQAC		View File		
9. No. of IQAC meetings held during the year		3		
♦ Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?		Yes		
♦ (Please upload, minutes of meetings and action taken report)		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
♦ If yes, mention the amount				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> • College got approved as a Research Centre under Mahatma Gandhi University, Kerala. • Completed the construction of a Research Block with RUSA funding. • Completed the construction of the Mini Theatre. • Bagged Excellence award for Best Teacher Education College in Kerala. • Continuation of the River Revival Project 				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				
Plan of Action		Achievements/Outcomes		
Get approval as Research Centre in Education		College got approved as Research Centre under Mahatma Gandhi		

	University, Kerala.
Construction of a Research Block	Completed the construction of a Research Block with RUSA funding
Construction of a Mini Theatre	Completed the construction of Mini Theatre with the contribution from the family of former staff of the college, Late. Prof. T. C. Cheriyan
Apply for awards for institution or faculties	Bagged Dr. N. D. Joshi Memorial Institution Excellence award for Best Teacher Education College in Kerala
Continue St. Chavara lecture series	Organised 6th lecture series in collaboration with St Joseph Teacher Education College for Women, Ernakulam
Conduct KTET coaching for students	Organised online KTET coaching for students in collaboration with Mount Carmel College of Teacher Education, Kottayam
Continue efforts in creating environmental consciousness among students and community	Organised various programmes to generate environmental consciousness, including cleaning of local river bank and river protection rally
Organise Workshop in Drama and Art	Organised a Two-day Workshop on Theatre Arts titled 'The Pedagogic Theatre' on 18th and 19th February 2022
Organise Social Extension activities	Onam Celebration was held at Abhayabhavan, Kudamaloor on 28th of August 2021; Christmas Celebration at Govt. Children's Home, Thiruvanchoor, KTM on 21-12-2021 and visited Sampreethy Special School, Kudamaloor on 23-12-2021
13. Whether the AQAR was placed before statutory body?	No

- ◆ Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	20/01/2023

15. Multidisciplinary / interdisciplinary

The study of education has roots in a number of academic fields, including sociology, psychology, and philosophy. Then, it fuses into any subject of one's choosing. The subject becomes extremely multidisciplinary as a result of this approach. This method must be used in all of the programmes given under the subject. The B.Ed. and M.Ed. programmes provided by the institution are extremely diverse in nature and follow the curriculum of the affiliated University. In addition to its core disciplines of psychology, philosophy, and sociology, the curriculum also incorporates a wide range of other subjects, including ICT, educational management, gender studies, language education, statistics and research, media studies, and assessment and evaluation. These several fields of study and practice are related in both the theory courses and the practicals.

16. Academic bank of credits (ABC):

The institution's ability to incorporate the Academic Bank of Credits into its curriculum has some restrictions as an affiliated institution. However, the college makes every effort to provide its faculty with the necessary training. Faculty members are exhorted to educate themselves on the subject. The faculty are encouraged to create their own curricula and pedagogical methods within the curriculum's approved framework, including a wide range of textbooks, reading materials, learning experiences, assignments, and assessments to add flexibility and accommodate different learning preferences.

17. Skill development:

The institution's curriculum places a strong emphasis on skill development. During the institution's initial Orientation programme, students are introduced to life skills. As part of its enrichment

programmes, the college offers value-added courses in soft skills, digital teaching tools, theatre arts and functional English. An essential component of the curriculum is Socially Useful Productive Work (SUPW). The programme exposes students to a variety of occupational skills, including cooking, bookbinding, and craft work. The official curriculum also includes instruction in Communicative English and language education. Workshops on a variety of subjects, including creating teaching and learning materials, personality development, drama and art, film reviews, etc., are often held. Our students attended a MOOC on organic farming. In order to develop their talents, students are also given an opportunity to enroll in other skill-based online courses of their choice. We routinely encourage our students to strengthen their E content development skills. The curriculum also includes a strong emphasis on value education. During their school internships, students receive specialised training in creating classes that promote moral development. A key aspect of the institution's vision is the development of the students' values-based personalities. The college has a spiritual club that works to advance spiritual principles and practices. KTET, SET, and NET preparation classes are offered to students with an eye on their future employment chances.

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

The teacher education programme offered in the college is designed to meet the requirements of students who have received both English and Malayalam training. Both languages are used in lectures and classroom instruction. Both languages are acceptable for exam taking by students. The curriculum includes options for students to prepare for English and Malayalam classroom instruction. Pre-practice and Practice sessions are available in both languages. Both languages are used for College Assembly. Indian culture and knowledge are key component of teacher education programmes. Students' understanding is enriched with course components on Indian philosophy, Indian art, constitutional laws surrounding education, the history of Indian education, intercultural diversity, and India's multilingual nature. The curriculum offers a separate practical course on drama and art that especially introduces students to many facets of Indian art, drama, and culture. The college specifically offers a yoga certificate programme. The college collaborates with the Government College of Teacher Education in Dharamshala, Himachal Pradesh, as part of the EBSB club activities. For the benefit of the students, numerous joint events showcasing the cultures and arts of the two states are frequently staged. A variety of cultural activities that emphasise the culture and customs of the nation are organised by the

Students Union in collaboration with the college's Cultural Club.

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

The institution adheres to the programme and course learning outcomes that are outlined in the affiliated university's curriculum. To ensure that learning experiences and evaluation are in line with the required course learning outcomes and, ultimately, the programme learning outcomes, meaningful and pertinent efforts must be taken. Faculty are encouraged to participate in seminars on the subject, and there are also internal forums to exchange ideas. Faculty also makes an effort to educate students about the subject.

20.Distance education/online education:

The institution stands for education for all. To achieve this wide goal, distance learning, and online learning will play a significant role. The nature club of the college conducted a webinar in connection with the World Environmental Day celebration on 5th June 2020. Another webinar on the Theories of B. F. Skinner was conducted to supplement the learning in Psychology in Education on 9th July 2020. An online Quiz competition by the EBSB club of the institution in collaboration with Govt. College of Teacher Education, Dharamshala, Himachal Pradesh on 25th January 2021. Our faculty are well versed in online teaching. Over the course of the pandemic lockdown, the college began offering full-time online courses. The first and second semester model exams for the B. Ed. curriculum were delivered online. In addition, the teacher educators create the study materials, which are then given to the students in soft copy via Google Classroom, WhatsApp groups, etc.

Extended Profile

1.Student

2.1	109
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	11
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	56
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	56
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	55
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1.1
4.2 Total number of computers on campus for academic purposes	45
3. Teacher	
5.1	23

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	23	
Number of sanctioned posts for the year:		

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

This institution is affiliated to the M G University and the curricular aspects are guided by the university according to the NCTE norms and regulations. The faculties of the college hold positions in academic and administrative bodies and play a decisive role in making changes in the university level curriculum to address the regional needs.

The institution is located in Mannanam, famous for its historic and cultural importance. The socio-cultural aspects of the locality and the needs and challenges of the area were addressed in the college curriculum. Importance was given to diversity and inclusiveness in education. It focuses upon the wholesome development of children besides a techno pedagogic and student friendly approach in curriculum transaction.

The institution has a vibrant team for curriculum planning which holds workshops and meetings prior to and during the new academic year. The team addresses local needs and challenges, and plays a vital role in planning, reviewing, analysing, revising and adapting the curriculum to the local context. The curriculum also analyses detailed feedback from the previous academic year and frames a Plan of Action. The relevant aspects of the action plan are informed in advance to the stakeholders, suggestions are sought and clarifications are provided.

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

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

A. All of the above

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

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

C. Any 2 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://stjosephstrainingcollege.org/wp-content/uploads/2021/05/BEd-syllabus-2021-1.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

3

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

48

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

48

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

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

All of the above

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

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

45

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

45

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

1.3 - Curriculum Enrichment

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

A fundamental understanding of teacher education

St. Joseph's Training College has foundational courses which deal with Philosophy, sociology, history of education, educational psychology, technology, content knowledge, methods of teaching, evaluation, and practice in classroom teaching. M.Ed. programme, a course on 'Teacher Education' is a blend of theoretical understanding in several cognate disciplines - interdisciplinary and multidisciplinary besides well organized and purposefully designed, free of academic gaps and needless repetitions, aligned across lessons and subject areas. Teaching is purposefully structured and logically sequenced.

School education skills

The curriculum of our institution has the scope for active school participation. Basic skills and competencies are enhanced through preparatory programmes such as training in micro-teaching skills, discussion, demonstration, criticism lessons, and practical work. The school internships help trainees familiarise the school system through practical work and give an opportunity for active pedagogic practice and participation in school activities like planning, and interacting with students, teachers, and other stakeholders of the school.

Capability to extrapolate

Teacher trainees of this institution are given training in Techno Pedagogic Content via modern technology; online and offline. They are trained for guidance and counseling, art and drama, physical education, and engaging with specially-abled children

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

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

perspective

The prospective teachers are made aware of different school systems in India as well as the educational systems abroad by familiarizing trainees with diversities in system through a dynamic curriculum, which includes the theoretical knowledge areas. History of educational development in India, Perspectives in Education, various Educational commission reports and report on National Educational Policies, types of education, elementary education system, western education system, role of various educational agencies and organisations, School management and Evaluation are included. Trainees of gain functional knowledge through college level activities such visits to special schools, collaborative activities with educational institutions outside state, study tour, national level workshops and seminars. At school different practical sessions such as preparation of school profile and practice in student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly is ensured. Studies on respective elective courses in schools/community, prevailing evaluation system and projects on contemporary socio-educational problems are also included. The inclusive practices followed in the admission procedure of this institution helps students gain experience in the diversities in Indian school system.

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

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

Curriculum of the institution aims at the development of a teacher personality which is focused on the development the communication, pedagogy knowledge, critical outlook, Leadership Skills, technological skills and social skills among the teacher trainees through its diverse activities and programmes. There is a well-arranged language lab, add on course on Fictional English,

conduction of regular assembly, competition in essay writing and debates were arranged. Pedagogical competence is enhanced through Add on course on Theatre pedagogy, micro teaching and link practice session, discussion demonstration class by experts and criticism class, four-week induction and sixteen week internship programmes, evaluation and feedback from teacher educator, mentor teacher and peer teacher in the teaching practice session and reflective journaling. Critical Social Outlook develops through Debates and group discussion on social issues besides Awareness programmes on Human Rights, consumer rights, cybercrime, De-addiction, constitution of India and Leadership Skills. The trainees acquire the traits of a leader through assigning various duties, formation of college union, organization of college assembly and various club activities. There are add on courses on Digital apps for the modern teacher. Teaching Aids used in the institution are smart classroom, micro teaching lab, computer lab and online library journals. Social skill of trainees develops via Community living camp, social surveys, extension activities and interaction with resource persons,

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

55

2.1.1.1 - Number of students enrolled during the year

55

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

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

11

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

11

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

The orientation programme provided at the beginning of every academic year helps students understand the goals of the teacher training programme. To evaluate the students' behaviour, entry-level tests are administered during the orientation programme. This aids the instructor to better plan their lesson and give special

attention to students who need it by having an understanding of students' entry-level behaviour. The Teacher Aptitude Test, the ICT test and the Language Proficiency test are the three entry-level tests administered during the orientation programme. The Teacher Aptitude Test aids in determining each student's aptitude for teaching. Developing their ICT skills must be a top goal for student instructors. Teachers can add activities that support students in developing necessary abilities when they are aware of their students' aptitudes. For the students who performed poorly on the ICT test, specialised training is provided. The Language Proficiency Test assesses a student's command of the English language and ability to communicate. Students that need particular care and attention in their English communication skills are identified by their test results. In order to assist these pupils, teachers provide specialised exercises with the curriculum.

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

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

Four/Three of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:11

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

Our teachers approach the teaching-learning process through a variety of modes. They constantly work to keep themselves up to date with the most recent teaching techniques by reading scholarly publications and current reference books, going to conferences, workshops, webinars, refresher courses, and other events, and regularly speaking with outside experts.

The instructors use teaching techniques like lecture-and-discussion-based instruction, seminar presenting, team teaching, brainstorming, cooperative teaching, constructive teaching, blended learning, flipped classrooms, and online instruction. They have chosen these many learning approaches as a result of their experience and ongoing education, which enables pupils to follow various topics in the most effective manner.

Instead of dominating the classroom, our teachers work to get as many students involved in the teaching-learning process as possible.

In addition to the approaches already indicated, the college offers opportunities for panel discussions, debates, meet the scholar programmes, and cultural fests to highlight students' abilities and talents in order to ensure participatory learning.

Additionally, teachers instill problem-solving abilities in students through mandatory projects, case studies, action research, etc. for graduates and dissertations for postgraduates.

Teachers create an engaging and appealing learning environment in the classroom by utilising a variety of teaching and learning methods.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

109

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

Working in teams: Teachers work in teams with students to help them adjust and accommodate to the education system and climate followed in the institution. This team was available to the students whenever needed.

Dealing with student diversity: The institution treats all students equally, regardless of their backgrounds in terms of geography, socioeconomic status, or level of education. Teacher educators always work to meet the various requirements of the students,

Conduct of self with colleagues and authorities: Student growth is always given top emphasis at our institution. It is made sure that the students have the chance to interact with their peers, professors, and administrative staff outside of the classroom through the numerous curricular and extracurricular activities

Balancing home and work stress: To balance the home and work stress students are always given a schedule of submission of work at the beginning of the semester itself. The students who are unable to meet the requirements are given individual help through tutoring and remedial session.

Keeping oneself abreast with recent developments in education and life: The updating of students' knowledge through training, seminars, workshops, MOOCs, etc. is always encouraged. The

institution planned workshops and expert speakers. All students were enrolled in a MOOC on Organic farming by Mahatma Gandhi, University, Kerala.

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

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

Four of the above

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

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

The institution follows the teaching-learning process which ensures its students' whole round development as young teachers. It includes methods like

- ◆ Blended learning
- ◆ Lecture cum discussion, demonstration,
- ◆ Group presentations,
- ◆ Debates
- ◆ Brainstorming sessions,
- ◆ Peer group discussion, peer tutoring

Through blended learning and lecture cum discussions students will develop thinking skills, logical skills, specific skills, and knowledge of the subject matter. It also helps the teachers to realize learning objectives. Group presentations help to develop collaborative skills, cognitive abilities as well as life skills. Through debates and brainstorming sessions, students develop critical thinking and creative skills. It gives a platform for expressing innovative ideas It also helps them to develop life skills, empathy, cooperation, the ability to accept others' opinions, etc. Through peer group discussion, peer tutoring, etc., students learn to cooperate and contribute to others learning along with their own learning. Additionally, it will help students to develop collaborative skills, socialization, teamwork, etc.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching

Six/Seven of the above

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

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

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

All of the above

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

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

Four of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

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

The institution's internship programmes are organised systematically. Choosing the schools to be deployed in teaching practice is the first step. From the 12 to 15 schools involved in our collaboration, the schools that are most convenient to reach for the students are selected. The teachers are then organised into groups and visit each school to orient the institution's head and the teachers. During the interaction, the teachers oriented the heads of the institution about the requirement of training in the prescribed number of lessons for the successful completion of the course by each student. They were also briefed about the need of involving the trainees in all the school activities as part of their internship. They were also briefed about the need of involving the trainees in all the school activities as part of their internship. They were also requested to guide the trainees in all aspects. The mentor teachers received a briefing on their role in developing the teacher candidates into complete educators. Students received an orientation regarding their code of conduct at school prior to the beginning of school induction. Additionally, they received a briefing on their obligations and responsibilities in school. Throughout the internship, the heads of the institution and the school's teachers provided excellent cooperation. Also, the assessment of the performance of the students was obtained from the mentor teachers and heads of the institution of the schools.

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

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

2.4.9.1 - Number of final year students during the academic year

56

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

The institution adopts effective monitoring mechanisms to ensure the optimal development of students during the internship. During the internship, teacher educators visit the school and observe the classes of the students and give feedback to them. Each student is observed at least three times during the internship. Since there was a covid outbreak during the internship period one of the

observations was made in online mode. The online class of the student teacher was observed by joining their class in google meet. The school principals were also involved in the monitoring mechanism. They were requested to monitor the performance of each student teacher and at the end of the internship, feedback was obtained from them using a questionnaire. School teachers were also included in the monitoring system, they were requested to observe the classes of the student teachers. Feedback from the mentor teachers was obtained through a Google form. As part of the curriculum itself, student teachers had to do peer evaluations. For this, an evaluation form was given to the student teachers from the institution. Each student observed at least two classes of their peers and provided feedback.

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

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

Four of the above

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

23

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

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

14

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

8

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

8

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

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

Our faculty hold key positions in the administrative and academic bodies of the affiliating University. All our faculty members are Doctoral Degree holders in Education. Two of our faculty members have completed a second Doctoral Degree in Psychology. Seven of our faculty have research guideship in Education. All our faculty are active members of various professional organisations. All Kerala Training College Teachers' Association (AKTCTA), a professional organization for teacher educators under the University, was headed by our faculty for many consecutive years. Two of our faculty are founding members of Society of Innovative Researchers and Academicians (SIRA). Our faculty members served as resource persons in academic events. They have research paper presentations and publications to their credit. They provide consultancy in their respective areas of expertise to needful institutions and individuals. The faculty also organises events for academic sharing in collaboration with national and international organisations. During the pandemic, they collaborated with various forums to organize webinars and online workshops pertaining to a series of topics of current relevance. Our faculty attended webinars, online workshops and FDPs during the pandemic and shared the information to their colleagues using online in-house sessions.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

The College Academic Co-ordinator ensures the smooth conduct and

quality of Internal Examinations and Internal Assessment as prescribed in the University norms. Students are informed about the evaluation process through the academic calendar. The tentative schedule of examinations is informed to the students well in advance. The internal examination for each course is followed by the model examination which strictly follows the university pattern prescribed for theory examinations. Model examinations are held just before the commencement of the University Examinations and answer sheets are marked and returned to students with proper feedback. It is followed by a brief period of study leave for students to ensure enough time for preparations for University examinations. Other internal evaluation components like class tests and practicums are also conducted in accordance with University guidelines regarding the same. Innovative methods of assessment like use of various ICT tools, open book examinations and performance-based evaluation are also utilised for internal assessment. Transparency and fairness is ensured in all the phases of the internal assessment like the conduct of internal assessment, evaluation and publication of marks and its final uploading on the University portal. The external and internal evaluation procedures together ensure continuous and comprehensive student assessment.

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

<p>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ul style="list-style-type: none"> Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually 	<p>Five of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

• A three-tier system of grievance redressal advocated by the University is implemented in the institution, wherein the grievances regarding assessment, if any, are resolved through the teacher, Principal and the University. • Every year, the college also collects students' feedback on the continuous evaluation system and takes steps to correct, modify and strengthen it. • Due to the pandemic, this year most of the assessment procedures were done online. Many types of assessment tools were used. The main grievance during the pandemic was about poor internet connectivity for students. For some digital classrooms consuming lots of data was an issue. The hassles regarding receiving the papers or making submissions on time were sorted out on a one to one basis.

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

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

At the beginning of the year the academic calendar is set up after careful planning regarding the different programs and activities of the college. A tentative schedule of internal and external examination is also included. The academic calendar forms the foundation for planning teaching learning and evaluation of semester-

wise courses. It keeps students informed regarding the timeline of their assessments. Any change in schedule is informed to the students at the earliest.

Due to the pandemic, the calendar was re-scheduled multiple times to tackle with the challenges of the lockdown, online classes, setting up of technological support devices, time-table re-shuffling, examination postponement and many other issues. Internal assessments were also held online.

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

2.7 - Student Performance and Learning Outcomes

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

The institution follows the curriculum of the affiliated University and sticks to the programme and course learning outcomes as prescribed in the curriculum. It always takes meaningful and relevant initiatives to align the learning experiences and evaluation to the prescribed course learning outcomes and ultimately to the programme learning outcomes.

Besides regular lectures, a variety of experiential and participative learning modes such as community living camp, workshops, projects, assignments, portfolio, case studies, quizzes, reflective journalling are carried out regularly. The college organises certificate courses, value added courses, guest lectures, seminars, debates, quiz programmes, demonstration classes by subject experts and interaction with eminent personalities from various walks of life. • Mentoring, tutoring, remedial classes, peer tutoring and enrichment programmes are integrated into the curriculum. • Activities under various clubs, workshop in drama and theatre arts, personality development programmes, communication and soft skills development programmes, annual study tour, a secular spiritual animation programme and Inter Training Collegiate Athletic Meet also form a regular feature of the curriculum. • Social extension activities like e-content dissemination drive, visits to special schools, field trips, community surveys, maintenance of vegetable and herbal gardens are also organised.

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

2.7.2 - Pass percentage of Students during the year

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

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

The institution follows the curriculum of the affiliated University and sticks to the programme and course learning outcomes as prescribed in the curriculum. Teaching using techno-pedagogy and e-content development equip them as futuristic professionals. The one week long community living camp nurtures various life skills among students. Regular social extension activities develop empathy in our students. The workshops in Drama and Art and Film Review; and practicals like short film and documentary making, writing scripts for street play, taking classes on art forms of India and participation in Arts Fest and other cultural activities provide opportunities to students to develop their creative talents. The college offers value added courses in Soft Skills, Digital Teaching Learning Tools and Functional English as enrichment programmes. Socially Useful Productive Work (SUPW) forms an integral part of the curriculum. As part of the programme, students are familiarised with various vocational skills like craft works, book binding and cooking. Value based personality development of the students is ensured through a host of activities like training in value education lessons, value based lectures and spiritual activities. Students are provided coaching for competitive examinations like KTET, SET and NET to improve their prospects of employability.

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

2.7.4 - Performance of outgoing students in internal assessment

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

56

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Student-assessment commences with the informal interview during the admission process. Orientation programme components like ice breaking, talent shows, entry level tests and self-introduction sessions, enable the faculty to identify students' strengths. Value added courses, remedial sessions, tutoring, counselling and mentoring are utilised effectively to overcome student challenges. Social extension activities, activities as part of art and drama, preparation of short films and film reviews cater to the development of creativity in students. Practices such as morning assembly, inter- religious prayers, talks on various topics of relevance ensure positive discipline among students. Apart from their semester grades, student teachers show a steady improvement in pedagogical skills, managerial skills and life skills in general. This is clearly reflected in their feedback and portfolio documentation.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://stjosephstrainingcollege.org/wp-content/uploads/2023/07/IQAC-minutes-20-21.docx.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Three of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	
File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
3.2 - Research Publications	

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

2

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

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

0

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

11

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

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

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

95

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

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

99

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

99

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

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

In order to conscientize the students with social issues and community development, the institution has organized a number of social extension activities. The activities conducted this year are as follows:

Cleaning of 'Chavara Kadavu' and 'Pennar thodu' was organised by the students of II-year B. Ed on 17th & 18th July 2021 and on 2nd October 2021 to address water hyacinths and waste disposal issues. To spread awareness of the hazards caused by the same, the students of I-year B. Ed conducted a 'River protection message journey' on 12th December 2022.

Remedial classes for the inmates of Government children's home, led by II-year B. Ed students allowed them to understand the dejection faced by the inmates. It made them aware of the need to guide the students from an early age itself.

An anti-drug poster contest on Illicit Trafficking and a thematic presentation conducted in connection with World Zoonoses Day on "Global Human Monkeypox Outbreak", helped the students to know more about the social issues in their community.

The visits to differentially abled people helped the students to understand the need of taking care of others especially those who are in need and not to confine to themselves.

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

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

Nil

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

3.4 - Collaboration and Linkages

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

8

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

8

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

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution is continuously updating the infrastructure facilities and learning resources in tune with the changing needs of the scenario. The campus spread over 8 acres and 61 cents of land. The physical facilities include campus area, class rooms, principal's room, office room, seminar hall, auditorium, laboratories, indoor court, gymnasium etc. Along with 3 smart classrooms all classrooms are provided with ICT and Wi-Fi facilities. Uninterrupted power supply is provided with UPS and generator. The different laboratories are micro teaching lab, language lab, psychology lab, science museum, science lab, Mathematics lab, Social science lab and computer lab. The college has a total of 45 computers with internet facilities. Wi fi facility with 200 mbps speed is provided in the campus for staff and students.

College has an excellent library that occupies an area of 4000 sq.feets and has a good collection of more than 20000 books, reading and digital materials. Internet browsing and reprographic facilities are provided in the library.

The college has a UGC funded indoor stadium for Volleyball and

shuttle badminton. A Gymnasium with essential fitness equipments is there for the use of staff and students.

In addition to this a RUSA funded new research block, Edu thatre and an E content development studio were also completed during this year and started functioning.

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

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://stjosephstrainingcollege.org/#
Any other relevant information	No File Uploaded

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

Rs . 9575433/

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

Our college library was founded in 1957, along with the establishment of the college. Since then, the library has achieved constant improvement in terms of book collection, periodicals, e-resources, and other services. Textual resources such as text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, periodicals, encyclopaedias, dictionaries, dissertations, and newspapers are available at the college library.

Our library is organised into several sections for the convenience of users: General Reference Section, Periodical Section, M.Ed. Section, Photocopying Section, subject wise Books Section, and Reading Room. We have been assisting users using traditional library techniques since 1998. Since then, we began the library automation process and in 1999 we converted the library to a computerized library and installed "Advanced library management system," library software designed locally by an expert.

We implemented the Koha software for managing library services in 2013. We now use this software for catalogue searches (OPAC), circulation, and data entry tasks relating to book procurement, among other things. We also use Koha to generate barcodes.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

In order to provide more effective and beneficial library services to the academic community, we created a library website in 2021. This website was created using the open-source tool Weebly. On this page, we have connected to all of the most popular materials. At the moment, this website allows users to freely obtain study materials, online journals, theses, exam question papers, and so on. We have plans to upgrade this site in the near future.

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

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

One of the above

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

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

Rs . 46783

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

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

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

99

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Three of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The college has a well developed system for providing updated ICT facilities to students and teachers. The college provides adequate number of computers, smart TVs, interactive boards, LCD projectors etc to help students and faculty to carry out academic activities effectively. Along with 5smart classrooms all classrooms are provided with ICT and Wi-Fi facilities. The college has a total of 45 computers with internet facilities. To meet the ICT needs, the

college has two internet connections, one under NMEICT scheme with a speed of 20 mbps and the other is a BSNL connection with 200 mbps speed. The college provides free Wi-Fi facility to all its stake holders. The office, staffroom, classrooms, seminar halls and auditorium is fully covered by Wi Fi. Sectional routers are provided in different places to get maximum coverage. The college uses enhanced bio metric attendance system for teachers, non teaching staffs and students. For meeting the future needs of ICT facilities a new Edu theatre with video conferencing facility has started functioning this year under the sponsorship of Alumni of this college. An E-content development studio with audio and video recording facility under RUSA 2.0 scheme has set up and the equipments are yet to be purchased. CCTV cameras are installed in office, verandas, classrooms, library and computer labs for safety and security. The maintenance and updating of all these facilities are doing properly by an external agency and it is properly monitored by principal and office staffs.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

3:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://stjosephstrainingcollege.org/t-c-cherian-memorial-mini-theatre/
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtu.be/i0-CfjjY5gQ , https://youtu.be/OnPvv9ile54 , https://youtu.be/2cFD5JNf0qI
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

Rs .1731992/

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

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

College has established strict rules and regulations for maintaining and utilizing physical, academic and support facilities. Some of the important rules are 1) Students should not make any marks on the furniture or walls or on any part of the college premises 2) Separate library periods are included in the time table to ensure the use of library. Students shall produce their identity cards for entering the library 3) Students have the permission to use the indoor court and gymnasium under the supervision of physical education teacher. They can enter the court by wearing non-marking shoes only 4) CCTV is installed in classrooms, library, computer lab etc to observe the way of using these facilities 5) Students can use the Wi-Fi facilities and internet facility in the computer lab for academic purpose only. Social networking sites are disabled in the computers. Use of pen drives is also disabled in the computers to save from virus attack. 6) Punching system is introduced to ensure the attendance and punctuality of students and staffs. 7) Separate waste bins are there in the campus to put the bio waste and plastic waste. More details regarding the policies, rules and regulations are provided in the college website.

File Description	Documents
Appropriate link(s) on the institutional website	https://stjosephstrainingcollege.org/policy-documents/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Three/Four of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with

D. Any 1 of the above

zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

year	
Number of students placed as teachers/teacher educators	Total number of graduating students
15	49
File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded
5.2.2 - Number of student progression to higher education during the academic year	
5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).	
2	
File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)	
40	
File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Student Council

In order to develop leadership skills and civic responsibility among students the college constitutes Student Council as an active body comprising Principal as the President and a nominated senior faculty as Union Advisor. The whole responsibility of streamlining the college union rests in the hands of Union Advisor and he primes a range of activities from everyday schedule to any special occasion or day celebrations with the help of student chairman, vice chairperson and other office bearers.

The college union conducts a large number of student-oriented activities like academic, cultural, literary, entertainment, day celebrations, festivals and competitions every year. Union members takes leadership in visiting special schools, conducting social extension programmes and all other activities initiates by the institution. This year college union conducted a wide range of activities including important day observations such as reading day, Environmental Day, World aids Day, National Science Day, Women's Day, Patrons Day, Constitution Day Teacher's Day, Sports fest etc. The teachers and students together shared the spirits of Onam and Christmas celebrations. Students made the arts fest and sports as memorable events.

College union along with the faculty woks together in harmonious way for the smooth conduct of academic and co-curricular ventures.

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

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

15

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

5.4 - Alumni Engagement

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

St. Joseph's Training College, Mannanam

Former Staff and Student Association (FOSSA)

The college has a vibrantly functioning alumni association named Former Staff and Students Association (FOSSA). It aims at the continuation of the intimate fellowship among former students by providing opportunities for frequent interaction among them. It also serves to help them carry on their warm and cordial relationship with their Alma Mater. FOSSA also paves the way to utilize the expertise of the alumni for the benefit of the institution and its younger wards.

Founded on 1981, FOSSA organizes a wide variety of programmes. Every year the Annual Meeting of FOSSA is held on the second Saturday of December. Every year since the golden jubilee of the college in 2007, the institution specially invites and honors the students who celebrate the golden and silver jubilee as the alumni of this college.

Contribution of FOSSA plays a key role in academic excellence of the institution. The members of alumni association are always eager to the skill development of current students teachers. They always lead the demonstration classes and helps to conduct arts fest and other competitive events. Another remarkable contribution was the

Demonstration classes handled by the alumni members.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

5

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

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

Former Staff and Students Association (FOSSA)

The college has a vibrantly functioning alumni association named Former Staff and Students Association (FOSSA). It aims at the continuation of the intimate fellowship among former students by providing opportunities for frequent interaction among them. It also serves to help them carry on their warm and cordial relationship with their Alma Mater. FOSSA also paves the way to utilize the expertise of the alumni for the benefit of the institution and its younger wards.

As a token of appreciation and act of encouragement to meritorious students FOSSA has instituted many awards and endowments. This includes Fr. Joseph James Endowment for Value Education, Prof. T. K. Thomas Endowment for the highest mark in Theory Part, Fr. Thomas Kalarickal Endowment for Educational Psychology, Dr. T.T. Joseph Memorial Scholarship for Physical Science, Fr. Joseph James Award for Natural Science, Prof. M.A. Alexander Award for Social Science, Prof. C. K. Thomas Award for Mathematics, Prof. Ignatious The most prestigious award 'The Young Promising Teacher' was instituted by the Former Staff and Students Association as part of the Diamond Jubilee Year of the college.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of the college is to nurture teachers who are globally competent who shall promote democratic and spiritual values to create a just and humane society. For the fulfilment of the mission,

the leadership strives to maintain an open and interactive environment. The Board of Management, College Governing Body, Academic council are responsible for planning and executing many operational procedures in the institution. CDC coordinates the activities of the college. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels. IQAC is the strong committee which looks into the different qualitative initiatives. Nominated Faculty members are part of the decision-making bodies and involve in developing and implementing various policies and procedures. These include Curriculum Planning Committee, Discipline Committee, Grievance Redressal Cell, Counselling and Mentoring Cell, Antiragging Cell, Gender Justice Forum, Library Advisory Committee, SC ST monitoring Cell and Tobacco Control Cell. College's staff council meet every month to consider relevant matters and take appropriate decisions.

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

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

The institution promotes participative management at various levels. By forming various committees with members from management, teaching faculty, non-teaching staff, and student categories, the process of decentralisation and participative management in all academic and administrative matters is practised with the aim of achieving specific goals derived from the college's vision. The Board of Management, the apex body develops the overall college policies. The Administrative Council is in charge of regulating daily operations and the application of policy. Through the monthly staff council, which is where all staff members voice their issues and ideas, they

participate in decision-making. Participation of students in the governance of the college is ensured through the student council and various clubs and associations. The faculty plays a significant role in the planning and effective implementation of the college administrative process. At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. IQAC and other committees and a number of clubs also function efficiently with a teacher -in-charge to collaborate the activities of each. Through these councils and committees, the college encourages a culture of participative management.

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

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The college follows sincere efforts towards the maintenance of transparency in its financial, academic, administrative and other functions. The academic calendar is planned well in advance for the smooth conduct of the programme and a handbook including all the activities is prepared and distributed to students. The admission procedure is planned and executed by the Admission Committee in keeping with the rules and regulations for affiliated colleges as stipulated by M G University and the Government of Kerala. The admission procedure is clearly outlined in the handbook of the college. The fee structure of B.Ed. and M.Ed. programme is published in the college website. The college has a transparent internal and external financial audit system. Audit of the college management have been conducted by the rules and regulations of the educational agency in every year. Details of finance and accounts of the institution are also published in the website. The IQAC of the college accurately handles matters pertaining to the academic and administrative audit. The principal's report is prepared towards the end of the academic year and published in college magazine and website. The regular collection and analysis of feedback from each batch and other stakeholders help to improve and sustain quality of the courses.

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

6.2 - Strategy Development and Deployment

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

Research Centre in Education:One of the prestigious accomplishments of the college in this academic year is the upgradation of the college into a Research Centre in Education under Mahatma Gandhi University as per U.O.No. 6480/AC A6/2021/MGU Dated 29/11/2021. A research centre is a platform for initialising growth and innovations in any field. Through the constant and continuous efforts of the principal and faculty, the college has been raised to the position of a Research Centre in Education, the first of its kind among Aided Teacher Education Colleges under Mahatma Gandhi University. Two faculty members were approved as research guides in the centre. Through this centre, the college focuses to spearhead the research activities in education and contribute to the development of our country's educational system.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://stjosephstrainingcollege.org/inauguration-of-research-centre/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The College has a well-defined organizational structure in the administrative level. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of Mahatma Gandhi University

and Kerala State service rules. In addition, a number of clubs and committees comprising of students and faculty members are active in the college to enable effective learning of students. Role and responsibility of various bodies are well defined to ensure accountability.

The College Governing Body ensures effective utilization of human and infrastructural resources in college. It acts as a link to establish good rapport between the management, staff, students, parents, alumni and the public by joining hands with other institutions, agencies and organisations in extension activities. By establishing good collaboration with other agencies/ organizations and institutions the body achieving higher competency all the time and ensuring management share over and above the fund availed from the UGC and other funding agencies. It encourages staff for pursuing academic excellence and professional competence and helps to plan upgradation of institution with additional courses in education.

File Description	Documents
Link to organogram on the institutional website	https://stjosephstrainingcollege.org/governing-board/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

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

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

St. Chavara Inter B. Ed. Collegiate Shuttle Badminton Tournament 2022

The administrative body of St. Joseph's Training College Mannanam decided to organise Inter B. Ed collegiate Shuttle Badminton tournament in the name of Saint Chavara every year. St. Chavara Inter B. Ed. Collegiate Shuttle Badminton Tournament was organized by the college union in association with the department of physical education on 01st April 2022. The tournament was inaugurated by the college principal Dr. Varghese K. Cheriyan. Nearly 18 teams participated in the tournament. Men's and women's doubles competitions were conducted. The college indoor stadium witnessed the exuberant performance by the students. Mangalam College of Education, Ettumanoor became the winners of the men's doubles competition and Mount Carmel College of Teacher Education, Kottayam emerged as the winners of the women's doubles. The women's A and B team of the college secured the first runners up and second runners up position respectively in the women's doubles.

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

6.3 - Faculty Empowerment Strategies

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

The college has implemented various welfare schemes for faculty and staff members such as maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, Employee State Insurance Scheme etc. The Faculty and other staff members are provided with spacious and well furnished office space, conference rooms, rest rooms and good working environment and facilities. They are provided with computers and internet facility for doing their day today work more efficiently. Trainings are provided for both teaching and non-

teaching staff. Ladies staff can avail free accommodation at the Ladies Staff Quarters. Accommodation for gents staff is provided in the campus. The faculty and staff are members in K.E. cooperative society, a staff welfare organization by a sister institution. This society enables the staff to obtain immediate financial assistance by availing short term and long-term loans and accepting deposits. Profit share of the society is distributed among its members. A staff fund is maintained by the staff for various welfare activities among them. Faculty and staff are encouraged to use the open gym, multipurpose indoor stadium and basketball court of the college to maintain and improve their health. The major academic and personal achievements of faculty are always specially appreciated and celebrated by organising congratulatory meetings.

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

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

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

4

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

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

The Institution has a performance appraisal system as per the direction of UGC and Deputy Directorate (D.D) of Collegiate Education, Government of Kerala. Teachers have to submit filled-in format for PBAS (Performance Based Appraisal System) to the principal. Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score. Performance of Teachers is also assessed through Student feedback, taken at the end of every academic session and appropriate instructions given to staff by Principal. The IQAC, reviews administrative and academic progress so as to review the performance of all teaching and non-teaching faculty.

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories. The Annual Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

6.4 - Financial Management and Resource Mobilization

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

The College has a mechanism for regular internal and external audit. The financial internal audit is conducted annually by an approved auditor, who checks the receipts/payments of all college accounts. The external financial audit of the utilization of funds is done annually. These ensure proper maintenance of assets/documents/audited statements as per the statutes and

guidelines. A management representative oversees the process of auditing. No audit objections were raised during the last financial year.

The college has an internal financial auditing system by the management. The internal audit of the development fund account of the financial year 2021-22 has been done by P V Chacko & Co. Chartered Accountants, Ernakulam. The Study material account has been audited by Thomas and James Chartered Accountants, Kottayam. The internal audit practices to monitor financial management of the institution ensure sound financial health of the institution.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

20 lakhs

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

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

The Bursar, Principal, Representative of the management, representatives of faculty and administrative staff, collaborately develop a strategic plan for fundraising along with a budget every

financial year. The plan is shared with the College Management, the Governing Body, and other officers of the institution to streamline fundraising and utilisation processes.

The resource mobilisation aims at meeting the financial requirements for developing and maintaining the infrastructure for academic and research purposes. A part of it is also spent on welfare measures for staff and students. Periodic reviews are conducted in order to analyse funding patterns, institutional efforts for mobilisation of funds and to optimise the use of resources.

Funds are provided for the establishment and maintenance of the infrastructural facilities of the College. Endowments and fee concessions are provided to students.

The institution funds its endeavours through a combination of earned income (fee collected), Government funds (RUSA), Funds Raised (Alumni contribution) and other funds.

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

6.5 - Internal Quality Assurance System

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

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of the institution's functioning from devising strategies to improve the teaching-learning and evaluation process through increased use of ICT. The council organised various activities and programmes ensuring the collaboration of other institutions.

The IQAC has regularly convened meetings and minutes of meetings and attendance records for these meetings were carefully prepared and maintained. It has collected feedback in appropriate forms from different stakeholder categories, analysed the same and used it for qualitative improvement. It has organized Academic and Administrative Audit and has initiated follow-up action.

IQAC take initiative to invite and honour our students who celebrate the golden and silver jubilee as the alumni of this college every year. The infrastructural facilities are monitored and taking initiative to update everything. IQAC takes leadership to plan and conduct a well organised Orientation programme for newcomers and entry level assessment tests are conducted on various subjects. Various outreach programmes are planned and conducted in collaboration with local bodies and organisations.

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

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

The Principal and IQAC Coordinator regularly 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 college and strictly followed. The institution conducts theory and practical examinations as per the academic calendar and University notifications. Academic and co-curricular activities, examination schedules and declaration of results are notified in the academic calendar. Students are apprised of the time-table, programme structure, syllabi of the courses before the commencement of the semester through the orientation programme. IQAC took initiative to conduct need based add-on courses for B.Ed. students to cope up with the new societal needs. The pandemic emphasised the need to rethink our teaching-learning processes in a major way and required extensive training as well as an upgrading of the IT infrastructure. The college adopted google classrooms, MOODLE, google meet and other web meeting platforms were used for teaching. Feedback is collected from students and appropriate steps are taken to enhance the teaching-learning process. The examination results and teaching-learning processes are reviewed during the annual audit, and improvements are implemented, based on the IQAC recommendations. The college has an efficiently functioning mentoring system for student support. Various webinars related to faculty development, overall development of students and their wellbeing are organised by IQAC. These webinars help regular updation of knowledge and improve the teaching learning process.

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

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

36

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

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

Four of the above

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

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

Research Centre in Education

One of the prestigious accomplishments of the college in this academic year is the upgradation of the college into a Research Centre in Education under Mahatma Gandhi University as per U.O.No. 6480/AC A6/2021/MGU Dated 29/11/2021. A research centre is a platform for initialising growth and innovations in any field. Through the constant and continuous efforts of the principal and faculty, the college has been raised to the position of a Research Centre in Education, the first of its kind among Aided Teacher Education Colleges under Mahatma Gandhi University. The Research Centre of St. Joseph's Training College was officially inaugurated by Prof. (Dr.) Sabu Thomas, Ho'ble V.C. Mahatma Gandhi University, Kottayam on 15th January 2022. The meeting was presided over by Rev. Fr. Martin Mallath CMI, General Counselor for Education & Media Communication. Dr. Babu Michael, Member Syndicate, M.G. University delivered the keynote address.

Institutional Excellence Award

St. Joseph's Training College, Mannanam won Dr N D Joshi Memorial Institution Excellence Award for the Best Teacher Education College in Kerala, instituted by Council for Teacher Education Foundation (CTEF) Kerala. The college received the award on 6th January 2022 in the 20th CTEF Annual Meet, Kerala Chapter organized at Navjyothi College of Teacher Education for Women, Olarikkara, Thrissur.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has an energy policy which focuses on ways of energy conservation and sustainable use of energy. The following practices are undertaken to this end.

- The college is in a scenic location with lots of natural sunlight and gentle breeze all through the year. It tries to utilise and promote the use of these natural resources of light and air to its best and thereby tries to reduce energy consumption.
- It regularly reminds the students through circulars and reminder notes in the classrooms and halls about the need to use energy responsibly. All members of the institution are trained to take care to switch off lights/fans/airconditioners when not in use.
- The college takes care to transform the light system to LED in a phased out way, by replacing the existing CFLs as and when they are fused.
- Under the auspices of the Nature Club in the college, it organises awareness sessions for various stakeholders about the need for energy conservation and sustainable use of energy through mobilising alternate sources of energy.
- It promotes study projects regarding conservation of energy, sustainable use of energy, alternative sources of energy in educational contexts and society in general.

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

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

Waste management can be defined as the control of waste generation and effective and efficient collection, storage, transfer, processing and disposal of waste. The institution has an effective waste management policy. The waste management policy of the institution aims to achieve the following: To develop a sense of responsible waste management among its stakeholders at the individual and institutional level. To refuse the use of products and practices harmful for the environment and result in a wastage of resources. To develop a culture of reduction of waste by reducing usage and through repair/reuse and recycling of waste. To develop effective habits of segregation of waste at source. To promote healthy and sustainable practices of safe and effective waste disposal. The major activities undertaken in this regard are: Follows a green protocol for all institutional activities. Segregates waste at the source Collects and recycles/disposes waste. Reduces ewaste by repairing items whenever possible; if beyond repair, it is properly collected and transported to authorised ewaste recycling units. Organises activities like awareness sessions, competitions and awards to recognise green initiatives by staff and students. Environmental Education is taught as an elective course in the B.Ed. programme.

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

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

Three of the above

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

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

All of the above

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

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

Ecological consciousness and sustainability are two basic values of the institution that are reflected in all its activities. The college initiated a community-participatory intervention plan of cleaning the river beds around the campus under the leadership of the College Union Advisor Fr. Dr. Sibichen K.K. The college takes care in maintaining the rich natural greenery in its campus. Gardening in accordance with its natural landscape is done with the help of the staff and students. It promotes eco friendly practices like herbal gardening and vegetable gardening, Effective waste management is done in the campus. The college has installed a sanitary napkin incinerator with adequate capacity in the ladies toilet to handle the nonbio-degradable waste generated. Days of importance like World Environment Day, World Water Day and World

Ozone Day are celebrated in a befitting manner. Seminars on the topic, nature camps, plogging, environment surveys and cleaning campaigns are regularly organised by the college. Efforts are made to maintain the campus as a plastic free zone and green protocol is maintained in all events held on the campus. The college maintains a rain-water harvesting plant to ensure water conservation. The college organises cleaning campaigns to develop an environmental consciousness among students.

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

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

The college had come up with a community-participatory intervention plan of cleaning the river beds around the campus under the leadership of College Union Advisor, Fr. Dr. Sibichen K.K. On March 8th 2021, students actively participated in the cleaning of 'Chavara Kadavu' under the guidance of Fr. Dr. Sibichen Kalarickal and other faculty members. Gandhi Jayanthi was observed as cleaning day. Students enrolled in the MOOC course on Organic Farming. The VENTEL Cell of the college in collaboration with MGNCRE, Hyderabad organised a webinar on 'Challenges and Possibilities of Meenanthara River Renovation' on 17th November, 2020. The college consistently takes care in maintaining its vegetative cover. It promotes eco friendly practices like herbal gardening and vegetable gardening, Effective waste management is done in the campus. Days of importance like World Environment Day, World Water Day and World Ozone Day are celebrated in a befitting manner. Seminars on the topic, nature camps, plogging, environment surveys and cleaning campaigns are regularly organised by the college. The campus is a plastic free zone. Plastic items, especially banners are prohibited on the campus. Cloth bags and paper files are distributed to the resource persons and delegates during academic events following the green protocol.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website

C. Any 2 of the above

There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Title of the Practice: Promoting Technopedagogy

The Practice: The college has a Mini- theatre with state-of -the art digital technology for teaching, a digital recording studio, wellequipped Computer lab, a digitalised Language Lab, and a Microteaching Lab with the essential digital equipment for practising technopedagogical skills. All classrooms are enabled for ICT based teachinglearning.. It has subscribed INFLIBNET's NList membership to provide access to e resources to our faculty and students. Our faculty have made research contributions in the field of technopedagogy. The faculty always took the lead in experimenting with online ways and means of instruction and assessment.

Title of the Practice: Developing Ecological Consciousness and Sustainability

The Practice: The college has a community-participatory intervention plan of cleaning the river beds around the campus. On March 8th 2021, students actively participated in the cleaning of 'Chavara Kadavu' under the guidance of the faculty members. The college takes care in maintaining its vegetative cover. It promotes ecofriendly practices like herbal gardening and vegetable gardening, Effective waste management is done in the campus. Seminars on the topic, nature camps, plogging, environment surveys and cleaning campaigns are regularly organised by the college. The campus is a plastic free zone.

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

7.3 - Institutional Distinctiveness

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

The college has a vast campus spread over 8 acres and 61 cents of land with adequate facilities and resources for various educational programmes, administrative functions and extension services. The institution continuously augments its infrastructure to provide learning experiences to students at global standards. The Mini theatre, digital recording studio, computer labs, language lab and ICT in classrooms give proof to the fact. The college library equipped with a host of digital teaching learning materials and INFLIBNET's NList membership provide access to e resources to our faculty and students. E content development and dissemination drive undertaken by the faculty and students is our unique way to share our digital expertise with the society. Promotion of health and well-being through sports and games is another distinctive aspect of holistic development as envisioned by the institution. The organisation of the Inter Training Collegiate Athletic Meet under M.G. University, Kottayam; construction of the UGC funded Indoor Stadium and a gymnasium with essential fitness equipment; organisation of the Inter Training College Teachers' Shuttle Badminton Tournament and Inter Training Collegiate Shuttle Badminton Tournament along with regular intramural sports and games are a few activities organised towards this end.

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