



YEARLY STATUS REPORT - 2022-2023

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. Tessy Joseph Kallarackal**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **04812597347**
- Mobile No: **9447407354**
- 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)

3.Website address

<https://stjosephstrainingcollege.org/>

- Web-link of the AQAR: (Previous Academic Year)

<https://stjosephstrainingcollege.org/wp-content/uploads/2024/05/AQAR-2021-22.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://stjosephstrainingcollege.org/wp-content/uploads/2024/05/Academic-Calendar-22-23.pdf>

5.Accreditation Details

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

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
Nil	Nil	Nil	01/04/2019	Nil

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)

- An NSS unit started functioning in the college
- First batch of research scholars of the College Research Centre in Education started their coursework
- Continued Certificate Courses in Yoga and Digital Apps and Value Added Courses in Functional English, Theatre Pedagogy
- Conducted faculty development programme on 'Empowering Excellence- Crafting action Plan for AQAR'.
- Continued Saint Chavara Inter B. Ed Collegiate Shuttle Badminton Organised various awareness programmes catering towards mental health and environment conservation

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
Start NSS unit in the college	The NSS unit of the college was inaugurated on 07 December 2022
Organise a Faculty development programme for the staff of the college	Conducted a Faculty Development programme on Empowering Excellence- Crafting action plan for AQAR on 9th June 2022
Organise anti-drug awareness programmes	An anti-drug poster contest on the theme 'Drug ruins life' was organised on 26th June 2022 in connection with International Day against Drug Abuse and Illicit Trafficking. An awareness programme on 'Drug abuse prevention' was conducted by excise department on 13th October 2022. Joining with the 'Nerkootam' campaign of the state government, the college conducted an anti-drug awareness programme with a rally to Mannanam town, followed by drug awareness messages and a street play on 1st November 2022 with the title 'Nammude Mannanam oru Lahari Illa Theruvu'.
Organise awareness programmes regarding mental health	An awareness programme regarding mental health was organised on October 14, 2022 on the occasion of the World Mental Health Day. A talk on Postpartum Depression titled NEOMAMMA was held on 26th October 2022 in connection with Pregnancy and Infant loss Remembrance Day falling on October 15th. A Two-day seminar on Pathway-Social Life Wellness Programme sponsored by Dept. of Minority Welfare, Govt. of Kerala was conducted on 3rd and 4th March 2023.
Continue intramural badminton	Conducted intramural badminton

tournament	tournament on 17th November 2022
Organise Workshop in Drama and Art	Organised a Two-day Workshop on Theatre Arts titled 'Theatre Pedagogy' on 1st and 2nd December 2022
Start the course work of first batch of research scholars	Commenced Course work for Research scholars from 1st March 2023
Organise programmes to create social consciousness	The College undertook 'Varnam 2022'- a group venture to beautify the classrooms of Holy Family Pre-primary School, Parampuzha from 25th May to 6th June 2022. The NSS unit of the college, in association with Mahatma Gandhi University organized a fund collection on 17th October 2022 towards the 'We Care' project of Social Justice Department, Kerala. A one-day workshop titled 'Njan Marunnu Enniloode Ee Samoothavum' was organised for our students by the Dept. of Student Affairs, M G University, Kottayam on 3rd November 2022. On International Women's Day, Women's cell of the college organized a theme presentation on "'DigitALL: Innovation and technology for gender equality'" on 8th March 2023.
Organize awareness programmes towards environmental sensitisation	5th to 10th June 2022 was observed as the World Environment Week with a variety of activities like tree planting, talk on the theme 'Only One Earth-significance of Eco-restoration', Campus Beautification and maintenance of Herbal Garden, Selfie competition on the theme 'Hug a Tree' and Collage Making

	<p>competition on the theme 'Only One Earth'. A thematic presentation regarding the theme 'Global Human Monkeypox Outbreak' in connection with World Zoonoses Day was conducted on 6th July 2022. The International Day for the Preservation of the Ozone Layer was observed on 16th September, 2022 with a video presentation and by taking pledge to protect the ozone layer. A photography contest on the theme 'Soil: where food begins' was organised in connection with World Soil Day on 5th December 2022. All our students completed the MOOC on organic farming organised by Mahatma Gandhi University.</p>
<p>Organise Inter-collegiate Sports competitions</p>	<p>St. Chavara Inter B.Ed. Collegiate Shuttle Badminton Tournament was held in the Indoor stadium on 31st March 2023.</p>

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

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. Tessy Joseph Kallarackal
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04812597347
• Mobile No:	9447407354
• 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)					
3.Website address	https://stjosephstrainingcollege.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://stjosephstrainingcollege.org/wp-content/uploads/2024/05/AQAR-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://stjosephstrainingcollege.org/wp-content/uploads/2024/05/Academic-Calendar-22-23.pdf				
5.Accreditation Details					
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
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
Nil	Nil	Nil	01/04/2019	Nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> • An NSS unit started functioning in the college • First batch of research scholars of the College Research Centre in Education started their coursework • Continued Certificate Courses in Yoga and Digital Apps and Value Added Courses in Functional English, Theatre Pedagogy • Conducted faculty development programme on 'Empowering Excellence- Crafting action Plan for AQAR'. • Continued Saint Chavara Inter B. Ed Collegiate Shuttle Badminton Organised various awareness programmes catering towards mental health and environment conservation 				
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
Start NSS unit in the college	The NSS unit of the college was inaugurated on 07 December 2022
Organise a Faculty development programme for the staff of the college	Conducted a Faculty Development programme on Empowering Excellence- Crafting action plan for AQAR on 9th June 2022
Organise anti-drug awareness programmes	An anti-drug poster contest on the theme 'Drug ruins life' was organised on 26th June 2022 in connection with International Day against Drug Abuse and Illicit Trafficking. An awareness programme on 'Drug abuse prevention' was conducted by excise department on 13th October 2022. Joining with the 'Nerkootam' campaign of the state government, the college conducted an anti-drug awareness programme with a rally to Mannanam town, followed by drug awareness messages and a street play on 1st November 2022 with the title 'Nammude Mannanam oru Lahari Illa Theruvu'.
Organise awareness programmes regarding mental health	An awareness programme regarding mental health was organised on October 14, 2022 on the occasion of the World Mental Health Day. A talk on Postpartum Depression titled NEOMAMMA was held on 26th October 2022 in connection with Pregnancy and Infant loss Remembrance Day falling on October 15th. A Two-day seminar on Pathway-Social Life Wellness Programme sponsored by Dept. of Minority Welfare, Govt. of Kerala was conducted on 3rd and 4th March 2023.

Continue intramural badminton tournament	Conducted intramural badminton tournament on 17th November 2022
Organise Workshop in Drama and Art	Organised a Two-day Workshop on Theatre Arts titled 'Theatre Pedagogy' on 1st and 2nd December 2022
Start the course work of first batch of research scholars	Commenced Course work for Research scholars from 1st March 2023
Organise programmes to create social consciousness	The College undertook 'Varnam 2022'- a group venture to beautify the classrooms of Holy Family Pre-primary School, Parampuzha from 25th May to 6th June 2022. The NSS unit of the college, in association with Mahatma Gandhi University organized a fund collection on 17th October 2022 towards the 'We Care' project of Social Justice Department, Kerala. A one-day workshop titled 'Njan Marunnu Enniloode Ee Samoohavum' was organised for our students by the Dept. of Student Affairs, M G University, Kottayam on 3rd November 2022. On International Women's Day, Women's cell of the college organized a theme presentation on "'DigitALL: Innovation and technology for gender equality'" on 8th March 2023.
Organize awareness programmes towards environmental sensitisation	5th to 10th June 2022 was observed as the World Environment Week with a variety of activities like tree planting, talk on the theme 'Only One Earth-significance of Eco-restoration', Campus Beautification and maintenance

	<p>of Herbal Garden, Selfie competition on the theme 'Hug a Tree' and Collage Making competition on the theme 'Only One Earth'. A thematic presentation regarding the theme 'Global Human Monkeypox Outbreak' in connection with World Zoonoses Day was conducted on 6th July 2022. The International Day for the Preservation of the Ozone Layer was observed on 16th September, 2022 with a video presentation and by taking pledge to protect the ozone layer. A photography contest on the theme 'Soil: where food begins' was organised in connection with World Soil Day on 5th December 2022. All our students completed the MOOC on organic farming organised by Mahatma Gandhi University.</p>
Organise Inter-collegiate Sports competitions	St. Chavara Inter B.Ed. Collegiate Shuttle Badminton Tournament was held in the Indoor stadium on 31st March 2023.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2022-23	20/01/2023

15.Multidisciplinary / interdisciplinary

The study of education is inherently multidisciplinary, drawing from fields such as sociology, psychology, and philosophy. This approach allows for a comprehensive understanding of educational practices and theories. Programs like B.Ed. and M.Ed. offered by institutions reflect this diversity by integrating core disciplines with a variety of subjects, including ICT, educational management, gender studies, language education, statistics and research, media studies, and assessment and evaluation. This blend ensures that both theoretical courses and practical experiences are interconnected, preparing educators to navigate the complexities of teaching and learning in diverse contexts.

16.Academic bank of credits (ABC):

The institution is committed to integrating the Academic Bank of Credits into its curriculum, though there are certain restrictions as an affiliated institution. To support this initiative, the college prioritizes training for faculty members, encouraging them to deepen their understanding of the Academic Bank of Credits. Faculty are also invited to design their own curricula and teaching methods within the approved framework, allowing for a diverse selection of textbooks, reading materials, learning experiences, assignments, and assessments. This approach aims to enhance flexibility and cater to various learning preferences among students.

17.Skill development:

The institution's curriculum is designed to prioritize skill development across various domains, apart from essential pedagogical skills. During the initial Orientation program, students are introduced to essential life skills. To further enrich their education, the college offers value-added courses in soft skills, digital teaching tools, theatre arts, and functional English. A significant aspect of the curriculum is Socially Useful Productive Work (SUPW), where students engage in practical skills like cooking, bookbinding, and craft work. Language education is also emphasized, including instruction in Communicative English. Workshops on diverse topics—such as creating teaching and learning materials, personality development, and drama—are regularly conducted. Additionally, students have participated in a MOOC on organic farming and are encouraged to explore other skill-based online courses of their choice. There's a strong focus on developing E-content skills.

Value education is integral to the curriculum, with students receiving specialized training during their school internships to foster moral development. The institution aims to nurture values-based personalities, supported by a spiritual club promoting spiritual principles. To enhance employment prospects, preparation classes for KTET, SET, and NET are also provided.

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

The teacher education program at the college is designed to accommodate students trained in both English and Malayalam, with instruction delivered in both languages. Students have the flexibility to take exams in either language, and pre-practice and practice sessions are available for both mediums. Additionally, College Assembly is conducted in both languages. The curriculum emphasizes Indian culture and knowledge, incorporating components on Indian philosophy, art, constitutional laws related to education, the history of Indian education, intercultural diversity, and the multilingual nature of India. A dedicated practical course in drama and art introduces students to various aspects of Indian culture. The college also offers a yoga certificate program to promote physical and mental well-being. Collaborating with the Government College of Teacher Education in Dharamshala, Himachal Pradesh, the college organizes joint events through the EBSB club, showcasing the rich cultural heritage of both states. Cultural activities that celebrate national customs and traditions are regularly organized by the Students Union in partnership with the college's Cultural Club, further enriching the educational experience.

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

The institution is keenly desirous of adapting outcome based education for designing its curriculum. The institution closely follows the program and course learning outcomes defined by the affiliated university's curriculum. To align learning experiences and evaluations with the learning outcomes prescribed by the University, meaningful and relevant efforts are implemented. Faculty members are encouraged to participate in seminars on the topic to enhance their understanding of the topic and internal forums are held for sharing ideas and best practices. Additionally, faculty actively works to educate students about the curriculum and its outcomes, ensuring that they are well-informed and engaged in the learning process. This collaborative approach fosters a comprehensive educational environment that

supports both teaching and learning. Different assessment practices in keeping with these learning outcomes such as assignments, seminar, portfolio, and practical works are a part of the curriculum.

20.Distance education/online education:

The institution stands for education for all. To achieve this wide goal in the modern world, online learning plays a significant role. The college takes much care to impart knowledge far and wide by promoting digital teaching learning. The college focusses on a digital knowledge dissemination drive. The college features a Mini-theatre equipped with state-of-the-art digital technology, a digital recording studio, a well-equipped computer lab, a digitized language lab, and a microteaching lab furnished with essential digital tools for practicing technopedagogical skills. All classrooms are enabled for ICT-based teaching and learning, enhancing the educational experience. It utilises all its infrastructural prowess for imparting and promoting online learning. Additionally, the college has subscribed to INFLIBNET's NList membership, granting faculty and students access to a wealth of electronic resources. Faculty members actively contribute to research in technopedagogy and consistently lead initiatives to explore innovative online methods for instruction and assessment, fostering a progressive learning environment.

Extended Profile

1.Student

2.1 105

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 10

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 52

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 52

File Description	Documents
Data Template	View File

2.6 53

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 1.1

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 45

Total number of computers on campus for academic purposes

3. Teacher

5.1 20

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	105
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	10
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	52
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	52
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	53

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 Number of full-time teachers during the year:	20
--	----

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	20
---	----

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

The curricular aspects of this institution are guided by the M.G University and according to the norms and regulations of NCTE. The faculty of the college hold positions in Board of Studies and other administrative bodies and play a decisive role in making changes in the university level curriculum to address the regional needs.

The college is located in Mannanam, a small village famous for

its historic and cultural importance. The local needs and challenges and the socio-cultural aspects of the area are addressed in the institutional curriculum. Diversity and inclusiveness in education are the major features of the curriculum. The curriculum planning committee of the institution gives utmost importance to the wholesome development of children by designing a techno-pedagogic and student centered, student friendly approach in curriculum transaction. The team of curriculum planning conducts orientation programmes, workshops and holds regular meetings prior to and during the academic year.

The curriculum committee 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	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	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	No File Uploaded

1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
5	
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	
98	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

98

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	View File

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

One 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

49

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

49

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.

Fundamental understanding of teacher education

The curriculum encompasses fundamental elements of teacher education covering the philosophy, sociology, and history of teacher education in India. Students also learn educational psychology, technology and pedagogy of the relevant disciplines. The teacher education program is interdisciplinary in nature and organized coherently to avoid academic gaps.

Procedural knowledge of school education

The curriculum is a blend of theoretical understanding and practical skills. The preparatory programmes which include training in micro-teaching skills, discussion, demonstration, criticism lessons, and practical work helps the trainees for developing procedural knowledge. The school induction and internship programmes along with the relevant practicals help the trainees to be school ready.

Capability to extrapolate

The school internships provide trainees with active pedagogic practice and participation in school activities like planning,

and interacting with students, teachers, and other stakeholders of the school. Training in Techno Pedagogic Content via modern technology; inclusion of artificial intelligence in teaching learning, continuous training in guidance and counselling, art and drama, physical education, and engaging with specially-abled children helps them to extend their practical skills and ability.

Developing Skills/Competencies

Sessions on life skills, communication, peer teaching/presentations and feedback, discussions and group works are regularly organised. Case studies, mentoring and reflective journal writing promote critical thinking, problem solving and self-awareness.

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

Prospective teachers are introduced to various school systems in India and abroad through a dynamic curriculum that highlights educational diversity. This curriculum encompasses essential theoretical areas, including the history of educational development in India, educational perspectives, reports from various educational commissions, national educational policies, different types of education, the elementary education system, Western education systems, and the roles of educational agencies and organizations, as well as school management and evaluation. Trainees acquire practical knowledge through activities such as visits to special schools, collaborations with educational institutions outside the state, study tours, and participation

in national workshops and seminars. Practical sessions at schools involve preparing school profiles and engaging in student support systems, including Parent-Teacher Associations (PTAs), alumni activities, and various clubs, as well as NCC, NSS, SPC, JRC, Scouts and Guides, and school assemblies. The curriculum also covers elective courses relevant to schools and communities, current evaluation systems, and projects addressing contemporary socio-educational issues. Additionally, the institution's inclusive admission practices provide students with valuable experience in navigating the diversity of the 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

The institution's curriculum is designed to cultivate a well-rounded teacher personality, focusing on enhancing communication, pedagogical knowledge, critical thinking, leadership skills, technological proficiency, and social skills among trainees through various activities and programs. The curriculum features a well-equipped language lab and an add-on course in Functional English, along with regular assemblies, essay competitions, and debates to promote effective communication. Pedagogical competence is developed through micro-teaching, and practical sessions, including expert-led demonstrations and criticism classes. Trainees participate in a four-week induction and a sixteen-week internship, receiving evaluations and feedback from teacher educators, mentor teachers, and peers, alongside reflective journaling. Critical social awareness is fostered through debates and discussions on contemporary social issues, as well as awareness programs covering topics like human rights, consumer rights, drug abuse, environment conservation and cybercrime. Leadership skills are

nurtured by assigning various responsibilities, forming a college union, and organizing assemblies and club activities. Additionally, add-on courses on digital applications prepare trainees for modern teaching environments. The institution utilizes state of the art infrastructure such as an Edu-theatre, smart classrooms, a micro-teaching lab, a computer lab, and access to online library journals. Social skills are further developed through community living camps, social surveys, extension activities, and interactions with resource persons. An add on course in theatre pedagogy and drama and art activities are also included in the curriculum.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	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
---	--

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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

53

2.1.1.1 - Number of students enrolled during the year

53

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	No File Uploaded
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

10

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

10

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

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

2

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

2

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.

Students can better grasp the objectives of the teacher training program by participating in the orientation session offered at

the start of each academic year. During the orientation program, entry-level tests are given to the students in order to assess their behavior. Understanding students' entry-level behavior, helps the instructor better plan their lesson and provide extra attention to students who need it. The three entry-level exams given during the orientation program are the Teacher Aptitude Test, the ICT Awareness Test, and the Language Proficiency Test. The purpose of the Teacher Aptitude Test is to evaluate each student's potential as a teacher. For student instructors, mastering ICT skills need to be their first priority. When educators are aware of their students' needs, they can incorporate activities that help students develop the skills they need.

Students who do not do well on the ICT test receive specialised instruction. The Language Proficiency Test evaluates a student's communication skills and command of the English language. The results of their tests indicate which students require extra support and guidance to improve their English communication abilities. Teachers include specialised exercises with the curriculum to help these students.

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	View File

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

Six/Five 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

<p>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</p>	<p>Four of the above</p>
--	--------------------------

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

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	View File

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.

The teaching strategies at the institution aim to empower students to apply their learning effectively as future educators. Teachers stay updated on the latest teaching techniques and utilize a variety of instructional methods to enhance engagement and effectiveness. These methods include lectures, discussions, seminar presentations, cooperative learning, brainstorming, debates, online instruction, flipped classrooms, and blended learning. Active student participation is fostered through panel discussions, debates, and interactions with experts. Additionally, educators promote problem-solving skills through mandatory projects, case studies, and action research for undergraduates, as well as dissertations for postgraduates.

The rationale for employing diverse teaching modes is clear: the lecture method helps develop concentration and self-discipline, while various discussion formats encourage active participation and allow students to express their ideas. Debates enhance critical thinking and collaboration, and brainstorming sessions facilitate idea generation. Engaging online instruction is the need of the hour. Overall, the teaching strategies implemented by faculty ensure active student engagement in the classroom, serving as effective models for future professional practices.

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

9

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

103

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	No File Uploaded
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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
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 provide multiple opportunities to students to work in teams to help them to adjust and accommodate to the concept. Classroom discussions, writing discussion lesson plans in groups, participating in quiz competitions and arts and sports activities in groups are regularly held.

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 and help them celebrate their diversity.

Conduct of self with colleagues and authorities: It is ensured that the students have the chance to interact with their peers, professors, higher educational authorities and administrative staff as part of 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 plans workshops and talks of expert speakers. Digital learning is familiarised with the state of the art infrastructure of the college.

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

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	View File

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. Through blended learning and lecture cum discussions students will develop thinking skills, logical skills, subject-specific skills, and knowledge of the subject matter. 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	View File

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Ten/All of the above

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	All of the above
---	------------------

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

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

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

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

All of the above

File Description	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

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 programs are organized in a systematic manner. The process begins with selecting schools for teaching practice from a network of 12 to 15 collaborating schools, prioritizing those that are easily accessible for students. Teachers are grouped to visit each school, where they orient the school heads and faculty about the training requirements, including the prescribed number of lessons each student must complete for successful course completion. During these interactions, the importance of involving trainees in all school activities as part of their internship is emphasized, and school staff are encouraged to provide guidance to the trainees.

Before the school induction begins, students receive orientation on their code of conduct, along with an overview of their obligations and responsibilities while in the school setting. Throughout the internship, the heads of the institutions and school teachers demonstrate strong cooperation, and the performance of the students is assessed by mentor teachers and school administrators through google forms. The mentor teachers also write remarks in the supervision diary and the school Principal checks and countersigns the student records of practical works during school internships. This collaborative approach ensures that trainees receive comprehensive support and guidance during their internship experience.

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**

52

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

Nine/All 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.

To ensure that teacher trainees develop to their full potential during their internship, the institution implements an efficient monitoring system. Teacher educators visit the school during the

internship to observe the teacher trainees' classes and provide feedback. Throughout the internship, at least three observations of each student are made. Physical Education classes are also observed by the Physical Education teacher of the college. The monitoring system includes participation from the heads of the schools. They are asked to keep an eye on each teacher trainee's performance, and after the internship, a questionnaire is used to get their input. Teachers at the schools are also requested to monitor the teacher trainees' classes and to provide feedback. At the end of the internship, their feedback is collected using a rating scale for the mentor teachers designed by the institution. Peer evaluations by teacher trainees are required as part of the curriculum itself. The institution provides a rating scale for the same to the teacher trainees. Every trainee observes at least two of their peers' classes and provides their 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)

All 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Five of the above

**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**

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

20

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	No File Uploaded
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

12

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	
9	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year	
9	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded
<p>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</p> <p>Our teachers update their professional knowledge and skills from time to time. They publish books and articles in journals related to their teaching subjects and other areas of educational interest. These practices enhance their credibility and professionalism. Additionally, this provides opportunities to connect with other educators and experts, fostering collaboration and the exchange of ideas.</p> <p>Our institution got upgraded as a Research Centre in Education under the affiliating University. Our research guides take utmost care to gain insights into current educational research, trends, and innovations, and they implement best practices in both their teaching and research guidance. Teachers regularly attend seminars, workshops, and conferences related to new teaching methodologies, technology integration, and current issues in education. They routinely share the insights gained from professional development programmes they attended, with colleagues through presentations, workshops, or formal discussions.</p> <p>Most of our faculty members serve as active members in various academic and professional bodies in education. These bodies facilitate knowledge-sharing among educators from different institutions. Teachers also regularly review updates on government policies regarding curriculum changes, assessment methods, and regulations concerning inclusion and diversity. They share this information with staff members of other</p>	

professional colleges of education. These sessions allow teachers to align their practices with both institutional and governmental expectations.

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

2.6 - Evaluation Process

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

The university norms are followed to ensure the smooth conduct and quality of internal examination and internal assessment for both B.Ed. and M.Ed. programs. Students are provided information about the evaluation process through the academic calendar. The tentative examination schedule is communicated to students well in advance. Following each internal examination, there is a model examination that strictly adheres to the pattern prescribed by the university for theory examinations. These model examinations are held just before the commencement of the University Examinations, and students receive their marked answer sheets along with constructive feedback. Subsequently, a brief study leave period is provided to students to allow ample time for preparation for the University examinations. Additionally, other internal evaluation components such as class tests and practicums are conducted in line with University guidelines. Innovative assessment methods, including the use of various ICT tools, open book examinations, and performance-based evaluation, are also employed for internal assessment. Throughout all stages of internal assessment, including the conduct, evaluation, and publication of marks, as well as the final uploading of marks onto the University portal, transparency and fairness are maintained. The combination of external and internal evaluation procedures ensures continuous and comprehensive assessment of students.

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

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

Five of the above

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

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

A 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. Many types of assessment tools are used.

Regular reviews and evaluations of the grievance redressal mechanism are conducted to identify any areas for improvement, ensuring its continuous refinement and relevance to the needs of

the college community. Overall, the operational effectiveness of the grievance redressal mechanism underscores the institution's commitment to upholding integrity and fairness in its examination processes.

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 onset of the year, the academic calendar is established following meticulous planning concerning the various 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. Through effective communication, all stakeholders, including students, faculty members, and administrative staff, are informed well in advance about the schedule of internal evaluations. Any change in schedule is informed to the students at the earliest. Moreover, continuous monitoring mechanisms are in place to track progress and address any deviations from the established timeline. By strictly adhering to the academic calendar, the institution maintains orderliness and reliability in the conduct of internal evaluations, ensuring that assessments are conducted in a timely and fair manner for all students.

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 adheres to the curriculum set by the affiliated

university and aligns its teaching strategies with the prescribed program and course learning outcomes. It actively implements meaningful initiatives to ensure that learning experiences and evaluations are consistent with these outcomes. For this, in addition to regular lectures, the institution incorporates various experiential and participative learning methods, such as community living camps, workshops, projects, assignments, portfolios, case studies, quizzes, and reflective journaling .

The college also organizes certificate and value-added courses, guest lectures, seminars, debates, quizzes, demonstration classes by subject experts, and interactions with notable personalities from diverse fields. Mentoring, tutoring, remedial classes, peer tutoring, and enrichment programs are integrated into the curriculum to support student development. Activities under various clubs, workshops in drama and theatre arts, personality development initiatives, communication and soft skills training, annual study tours, secular spiritual animation programs, and inter-collegiate athletic meets are regular features of the curriculum. Furthermore, social extension activities, including e-content dissemination drives, visits to special schools, field trips, community surveys, and the maintenance of vegetable and herbal gardens, are also organized to enhance the learning experience. Various assessment techniques utilised are aligned with the stated learning outcomes. Thereby the attainment of learning outcomes are ensured.

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 adheres to the curriculum established by the affiliated university, ensuring alignment with the prescribed program and course learning outcomes. The planning learning outcomes for each course are well defined and communicated to students at the beginning of each course. A variety of learning experiences are designed as part of the teaching learning process.

By utilizing techno-pedagogy and e-content development, it prepares students to become futuristic-thinking professionals. A week-long community living camp fosters essential life skills, while regular social extension activities cultivate empathy among students. Workshops in drama, art, and film review, along with practical experiences such as short film and documentary production, scriptwriting for street plays, and classes on Indian art forms, provide opportunities for creative development.

The college offers value-added courses in soft skills, digital teaching tools, and functional English as part of its enrichment programs. Socially Useful Productive Work (SUPW) is an integral component of the curriculum, introducing students to various vocational skills such as craft work, bookbinding, and cooking. Value-based personality development is emphasized through training in value education, value-oriented lectures, and spiritual activities. Additionally, students receive coaching for competitive exams like KTET, SET, and NET to enhance their employability prospects. At the end of each assessment period, the progressive attainment of learning outcomes are assessed and communicated to students.

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

52

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	View File

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 begins with informal interviews during the admission process. Components of the orientation program, such as ice-breaking activities, talent shows, entry-level tests, and self-introduction sessions, help faculty identify students' strengths. To address challenges, the institution effectively employs value-added courses, remedial sessions, tutoring, counseling, and mentoring. Social extension activities, as well as arts and drama projects, including short film production and film reviews, foster creativity among students. Practices such as morning assemblies, inter-religious prayers, and topical talks promote positive discipline. Beyond their semester grades, student teachers demonstrate steady improvement in pedagogical,

managerial, and life skills, which is evident in their mentoring records, 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/2024/05/SSS-22-23-1-6_merged.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

0

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

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

0

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

3.1.3 - In-house support is provided by the

One of the above

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

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

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

All of the above

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

3.2 - Research Publications

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

0

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

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

1

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

3.3 - Outreach Activities

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

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

9

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

105

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

105

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

105

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.

Teacher education process in our institution is never complete without its social extension activities. Social Extension Cell of the college took initiative to provide opportunities for students of the institution to sensitize the needs of people in the society. The activities are planned in such a way that students must take the responsibilities related to outreach work organized in the college. During the academic year 2022-2023 following programmes were organized. An Anti-drug poster contest was conducted on 26th June 2022 in connection with International Day against Drug Abuse and Illicit Trafficking. The theme of the poster contest was "drug ruins life". An awareness programme on

'Drug abuse prevention' was conducted by excise department on 13th October 2022. A thematic presentation in connection with World Zoonoses Day was conducted on 6th July 2022. "Global Human Monkeypox Outbreak" was selected as the theme of the presentation. NSS unit of the college conducted An Antidrug Campaign - 'Lahari Vimuktha Keralam ' on 2/10/2022. An anti-drug awareness programme on 1st November 2022 with the title 'Nammude Mannanam oru Lahari Illa Theruvu'. The campaign included a rally to Mannanam town, followed by drug awareness messages and a street play. NSS unit of the college observed World Aids Day on 1st December 2022. The NSS volunteers wore the badge and took an oath. It was followed by a thematic presentation about AIDS awareness.

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

0

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

5

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

5

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

4

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution continuously updatesthe infrastructure facilities and learning resources in tune with the changing needs of the scenario. The campus is spread over 8 acres and 61 cents of land. The physical facilities include a campus area, classrooms, a principal's room, an office room, a seminar hall, an auditorium, laboratories, an indoor court, a 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 a 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. The college has an excellent library that occupies an area of 4000sq. feet and has a good collection of more than 20000 books, readingand 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 equipment is there for the use of staff and students. In addition to this, a RUSA-funded research block and an Edu theatre were recently furnished. An E content development studio is also set up utilising RUSA funds, but since the equipments are yet to be purchased, it is not functional as of now.

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	Nil
Any other relevant information	No File Uploaded

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

Rs. 4462699/

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	No File Uploaded
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 textbooks, 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	No File Uploaded
Web-link to library facilities, if available	stjosephslibrary123.weebly.com
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. Currently, 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	View File
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 . 31728 /

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	No File Uploaded
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

58

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	No File Uploaded

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

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 institution takes adequate effort to integrate technology in the teaching learning process which creates a conducive and participative learning environment. The college provides adequate number of computers, smart TVs, interactive boards, LCD

projectorsetc to help students and faculty to carry out academic activitieseffectively. Along with 5smart classrooms all classrooms areprovided 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 three internet connections, one under NMEICT scheme with aspeed of 20 mbps and the others are BSNL connections with 200 mbps speed. The college provides free Wi-Fi facility to all its stakeholders. The office, staffroom, classrooms, seminar halls andauditorium is fully covered by Wi Fi. Sectional routers are providedin different places to get maximum coverage. An edu theatre with video conferencing facility is developed in the college with the sponsorship of an Alumni. An e content development studio is also set up under RUSA funding, but the equipments are yet to be puchased.CCTV cameras are installed inoffice, verandas, classrooms, library and computer labs for safety and security. The maintenance and updation of all these facilities are done properly by an external agency and it is properly monitored by the institution.

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	View File

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	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

Rs.1102928/

--

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

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

The institution takes great care and interest in monitoring, maintaining and periodically upgrading the physical, academic and support facilities in the campus. College has established strict rules and regulations for maintaining and utilizing physical, academic and support facilities. Stock registers and issue registers are maintained for the proper utilization of library and laboratories. Uninterrupted power supply is maintained with the support of three 6kv online UPS, two 3kv UPS and a 20 kv generator.

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. 6) 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/ http://stjosephstrainingcollege.org/wp-content/uploads/2024/04/Handbook-2022-23.pdf
Any other relevant information	View File

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

Four of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking

Seven/Eight of the above

water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
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	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
22	48

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	View File

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

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

6

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

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

37

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	View File

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

The college has conceived the Student Council as an active body with the Principal serving as the President and a senior faculty member nominated as the Union Advisor to foster in students a sense of civic responsibility and leadership. Union Advisor is solely responsible for organizing the college union. The Student Council consisting of a chairman, vice chairman, general secretary and other office bearers, plans a variety of events, from daily schedules to special occasions or day celebrations under the guidance of the Union advisor..

Every year, the college union organizes a plethora of student-focused events, including festivals, competitions, day celebrations, literary, cultural, and entertainment events.

Members of the union take the lead in visiting special schools, running social outreach initiatives, and carrying out any other initiatives the organization starts. The college union organized numerous events this year, including commemorations of significant days like Reading Day, Earth Day, World Aids Day, National Science Day, Women's Day, Patrons Day, Constitution Day, Teacher's Day, Sports Fest, and more. Together, the teachers and students celebrated Onam and Christmas in the same spirit. Students created memorable experiences for sports and the arts festivals. College union along with the faculty works together in a 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	View File

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

20

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	View File

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

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 in 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. During the Covid pandemic alumni members conducted a One Week webinar series titled 'Passionate Professionals: Handholding the novice Teachers' for the grooming teacher trainees. Another remarkable contribution is the Demonstration classes handled by the alumni members. The FOSSA has established an Ever-rolling trophy for the Best Outgoing Student of the year.

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

All of the above

**mentoring Financial contribution
Placement advice and support**

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

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

2

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	View File

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 institution abides a democratic and participative administrative structure by involving teachers, students, and other stakeholders from the lowest to highest level.

The Board of Management and College Governing Body are responsible for planning and executing many operational procedures in the institution. CDC coordinates the activities of the college. To ensure effective governance, the institution has Management Committee which meets at regular intervals and manages the overall functioning of the college. IQAC monitors the activities of the committees & calls to ensure effective implementation of the planned programmes in accordance with the institutional policies and values.

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, Anti ragging Cell, Library Advisory Committee, SC ST monitoring Cell and Tobacco Control Cell etc. College's Staff Council meets 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 participatory management across different levels by establishing committees comprising members from management, teaching faculty, non-teaching staff, and students. This decentralization strategy is aimed at achieving specific goals aligned with the college's vision. The Board of Management along with College Governing body and College Development Committee formulates overarching college policies. The periodical Staff Council provides a platform for all staff members to raise issues and contribute ideas, actively participating in decision-making processes. Student involvement in college governance is facilitated through the student council, clubs, and associations. Faculty members play a crucial role in planning and executing administrative processes. Various committees at the institutional level convene regularly to make decisions within their respective domains, ensuring collective input. The IQAC and other committees, along with several clubs, are overseen by designated faculty members to coordinate activities effectively. Through these councils and committees, the college fosters a culture of participatory management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The college prioritizes transparency across its financial, academic, administrative, and operational functions. It plans its academic calendar well in advance, ensuring smooth program execution, and distributes a comprehensive handbook to students detailing all activities. The Admission Committee meticulously follows guidelines from M G University and the Kerala Government for admissions, clearly outlined in the college handbook. Fee structures for B.Ed. and M.Ed. programs are openly available on the college website. Robust internal and external financial audits are regularly conducted in accordance with educational agency regulations. Financial details are also transparently disclosed on the website. The IQAC handles academic and administrative audits accurately. The principal's report is published in the college magazine and website annually. Continuous feedback collection and analysis from stakeholders contribute to ongoing improvements in course quality.

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

Inauguration of Ph.D. Programme (2022 Admission)

One of the college's notable achievements this academic year is its elevation to a Research Centre in Education under Mahatma Gandhi University. This significant milestone was officially inaugurated on 15th January 2022, marking a pivotal moment in

the institution's academic growth. The college's attainment of Research Centre status is a pioneering feat among the Teacher Education Colleges affiliated to Mahatma Gandhi University.

Dr. Ronu Thomas and Dr. Jisha Baby, Assistant Professors in Physical Science Education, have been appointed as research guides at the center, adding esteemed expertise to its academic leadership.

The Research Centre welcomed its inaugural batch of research scholars (Ph.D. 2022 Admission) on 1st March 2023. Six scholars embarked on their Ph.D. journey, commencing coursework and engaging in cutting-edge research within the vibrant academic environment of the Research Centre in Education.

This transformation underscores the college's commitment to fostering advanced scholarly pursuits, driving innovation, and contributing significantly to the academic landscape in the field of education.

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	No File Uploaded

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

The college boasts a well-defined administrative structure that adheres to the guidelines set by Mahatma Gandhi University and the Kerala State service rules. This structure encompasses a clear hierarchy of staff, service rules, recruitment processes, promotional policies, and a robust grievance redressal mechanism. Additionally, numerous clubs and committees involving both students and faculty members operate within the college, enhancing the learning experience for students. Each body within the institution has well-defined roles and responsibilities, ensuring accountability across all levels.

The College Governing Body plays a pivotal role in ensuring the efficient utilization of human and infrastructural resources. It

serves as a bridge, fostering positive relationships between management, staff, students, parents, alumni, and the public. Collaborative efforts with other institutions, agencies, and organizations in extension activities further enhance the college's competency, beyond the support received from UGC and other funding agencies. The Governing Body also encourages staff to pursue academic excellence and professional development, facilitating the planning and implementation of additional educational courses to continually elevate the institution's standards.

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

Five/Six 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.

The IQACof St. Joseph's Training College has undertaken a significant initiative to provide online Kerala Teacher

Eligibility Test (K-TET) coaching for second year B.Ed. students in collaboration with two other esteemed training colleges. This decision stems from the growing importance of digital education and the need to support aspiring teachers in Kerala. The council decided to approach Mount Carmel College of Teacher Education, Kottayam and St. Thomas College of Teacher Education, Mylacompu.

The initiative aims to leverage technology to enhance accessibility, increase student engagement, and improve learning outcomes for K-TET aspirants. Regular feedback mechanisms and performance evaluations will be used to assess the effectiveness of the coaching program and make continuous improvements. The collaborative online K-TET coaching initiative represents a proactive approach by St. Joseph's Training College and its partners to contribute significantly to the education sector and empower future educators in Kerala.

Thirty-two students of B.Ed. 2021-23 batch have successfully passed the Kerala Teacher Eligibility Test (KTET) across five distinct optional subjects viz English, Mathematics, Physical Science, Natural Science and Social Science. Additionally, four students from the same institution have excelled in the Central Teacher Eligibility Test (CTET). 15 Students of B.Ed. 2021-23 batch cleared SET 2023

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 a range of welfare schemes for faculty and staff members, including maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, and the Employee State Insurance Scheme. The work environment is conducive, with spacious and well-furnished office spaces, conference rooms, restrooms, and essential facilities provided.

Computers and internet access are available to enhance daily work efficiency. Continuous training programs benefit both teaching and non-teaching staff.

Female staff members can access free accommodation at the Ladies Staff Quarters, while male staff are accommodated within the campus. Additionally, faculty and staff are members of the K.E. cooperative society, which offers financial assistance through short-term and long-term loans and deposits, with profit-sharing among members. A staff fund is maintained for various welfare initiatives. Free eye testing was organized for faculty and staff in collaboration with Dr. Agarwals Eye Hospital, Kottayam.

The college promotes staff health through facilities like an open gym, multipurpose indoor stadium, and basketball court. The Edu-Theatre serves as an innovative platform for staff members to engage in creative and educational activities, fostering a dynamic learning environment. The college celebrates faculty and staff achievements through special recognition and congratulatory events, fostering a supportive and appreciative work culture.

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

2

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

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

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 implements a performance appraisal system aligned with UGC and the Deputy Directorate (D.D) of Collegiate Education, Government of Kerala, where teachers submit PBAS (Performance Based Appraisal System) forms to the principal for promotions based on API scores under the UGC Career Advancement Scheme (CAS). Teacher performance is also evaluated through student feedback at the end of each academic session, with the Principal providing appropriate guidance. The IQAC oversees administrative and academic progress, assessing the performance of all faculty members.

The non-teaching staff undergo annual performance appraisals based on various parameters and categories. This Annual Performance Appraisal System has proven instrumental in evaluating employee performance, motivating them, identifying strengths and weaknesses, and ultimately enhancing overall 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 established a comprehensive mechanism for regular internal and external audits. An approved auditor conducts the financial internal audit annually, examining all college accounts' receipts and payments. External financial audits assessing fund utilization are also conducted annually to ensure compliance with statutes and guidelines. A management representative oversees this auditing process, contributing to the absence of audit objections in the last financial year.

Furthermore, internal financial auditing, managed by the institution, includes audits of the development fund account for the financial year 2021-22 by P V Chacko & Co. Chartered Accountants, Ernakulam, and audits of the Study material account by Thomas and James Chartered Accountants, Kottayam. These internal audit practices play a crucial role in monitoring the institution's financial management, contributing significantly to its sound financial health.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Nil

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

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

The Bursar, Principal, representatives from management, faculty, and administrative staff collaboratively develop an annual strategic plan and budget. This plan is shared with College Management, the Governing Body, and institution officers to ensure efficient fundraising and resource utilization processes.

Resource mobilization efforts are directed towards meeting financial needs for academic and research infrastructure development and maintenance, as well as welfare measures for staff and students. Regular reviews are conducted to assess funding patterns, institutional efforts in fundraising, and resource optimization.

Funding is allocated for establishing and maintaining college infrastructure, including provisions for endowments and fee concessions for students. The institution's financial endeavors are supported by a mix of revenue sources, including earned income (tuition fees), Government funds (RUSA), Alumni contributions, and other funding streams.

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 continues to strive to integrate methods for quality assurance into the institution's activities by devising strategies to improve the teaching-learning and assessment procedures. The IQAC chalks out a plan of action at the beginning of the academic year. The use of ICT in teaching learning and evaluation processes is encouraged to equip the students with the recent skills. The council collaborated with other institutions to organise a range of activities and programmes. The IQAC holds meetings regularly, and minutes of meetings have been carefully recorded. It has gathered and analysed feedback from various stakeholders for qualitative improvement. It has planned the Administrative and Academic Audit and initiated the necessary follow-up. IQAC hosts various educational events such as seminars, workshops, conferences, and endowment lecture series to guarantee the quality of education offered. It also ensures that outreach initiatives based on needs are carried out in coordination with local bodies and organisations. IQAC takes the initiative to honour its most outstanding academic achievers with awards and endowments. IQAC assumes responsibility for organising and executing an effective orientation programme for newcomers, as well as administering entry-level exams to them.

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

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

The IQAC of the institution involves members from every stakeholder to ensure their contribution to the quality improvement of the college. IQAC encourages the teachers to plan the teaching-learning process and follow it thoroughly. The academic calendar is prepared in advance, displayed and

circulated in the college and strictly followed. Techno pedagogy is highly recommended and all the teachers disseminate study materials and assignments through Google Classroom. Teachers are encouraged to use ICT in the teaching-learning process. IQAC assigns students to mentor teachers and makes sure the mentoring programme is implemented. The institution administers both theory and practical exams in accordance with university notifications and the academic calendar. For B.Ed. students to meet the demands of modern society, IQAC took the initiative to offer need-based add-on courses. Feedback is collected from stakeholders, and the necessary actions are taken to improve the teaching-learning process. During the annual audit, the exam results and teaching-learning procedures are examined, and changes are made in response to the IQAC's recommendations. Also, IQAC organises several seminars related to faculty development, the overall development of students and their well-being.

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

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

31

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

Four of the above

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

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

National Service Scheme (NSS) Unit

One of the prestigious accomplishments of the college in this academic year is the opening of the National Service Scheme (NSS) unit. The Kerala state government has decided to start NSS units in Training Colleges in the year 2022. In the same year, the NSS unit was started at St. Joseph's Training College, Mannanam with a variety of initiatives and services. Dr. Shaiju

Francis was appointed as the NSS Programme Officer of St. Joseph's Training College, Mannanam. The NSS unit of the college was officially inaugurated on 7th December 2022 by Dr. T.V. Aravind Kumar, Pro Vice-Chancellor of MG University. The NSS office of the unit was inaugurated by Dr. E.N. Shivadasan, NSS Programme Co-ordinator, M.G. University, Kottayam.

Inauguration of Ph.D. Programme (2022 Admission)

Among the college's noteworthy achievements for this academic year is the Inauguration of Ph.D. Programme (2022 Admission). It was officially inaugurated on 15th January 2022 by Dr Tessy Joseph Kallarackal, Principal of the college. 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.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy 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 implemented an energy policy that emphasizes energy conservation and sustainable usage. To achieve this, several practices are in place.

- Situated in a scenic location with ample natural sunlight and gentle breezes year-round, the college aims to maximize the use of these natural resources to minimize energy consumption.
- Regular reminders are issued to students through circulars and notices in classrooms and hallways, highlighting the importance of responsible energy use.
- All members of the institution are trained to switch off lights, fans, and air conditioners when not in use.
- The college is gradually transitioning its lighting system

to LED by replacing CFLs as they burn out.

- Additionally, the Nature Club organizes awareness sessions for various stakeholders on the importance of energy conservation and the sustainable use of energy, while also advocating for alternative energy sources.
- The college encourages study projects focused on energy conservation, sustainable practices, and alternative energy sources within educational contexts and the broader community.

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 involves controlling waste generation and efficiently handling its collection, storage, transfer, processing, and disposal. The institution has implemented an effective waste management policy with the following objectives:

- Cultivating responsible waste management practices among stakeholders, both individually and institutionally.
- Rejecting the use of environmentally harmful products and practices
- Promoting waste reduction through decreased consumption and emphasizing repair, reuse, and recycling
- Encouraging proper waste segregation at its source and advocating for safe and sustainable disposal methods.

The key initiatives towards these goals include:

- Adhering to a green protocol for all institutional activities.
- Implementing waste segregation practices at the point of origin.
- Collecting and recycling/disposing of waste appropriately.
- Minimizing e-waste through repair and if beyond repair ensuring proper disposal at authorized recycling facilities.
- Conducting awareness sessions, competitions, and award programs to recognize green initiatives by staff and

students.

- Incorporating environmental education as an elective course within the B.Ed. program.

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

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

Three of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. 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 awareness and sustainability are fundamental values upheld by the institution, evident in its various endeavours. Led by its former faculty, Fr. Dr. Sibichen K.K. the college initiated a community-driven plan to clean the riverbeds surrounding the campus. It prioritizes the preservation of natural greenery within its premises, engaging both staff and students in gardening activities that complement the natural landscape. Embracing eco-friendly practices such as herbal and vegetable gardening, the college also maintains effective waste management systems, including the installation of a sanitary napkin incinerator to handle non-biodegradable waste. Special occasions like World Environment Day, World Water Day, and World Ozone Day are celebrated through seminars, nature camps, plogging, environmental surveys, ecosensitisation competitions and cleaning drives. Additionally, concerted efforts are made to uphold a plastic-free environment in the campus, with all campus events adhering to green protocols. Implementing rainwater harvesting further underscores the college's commitment to water conservation, while regular cleaning campaigns aim to instill 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

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	View File
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. On 15th June 2023, students actively participated in the cleaning of 'Chavara Kadavu' under the guidance of the faculty members. Gandhi Jayanthi was observed as cleaning day with the name 'Ecotopia'. Students enrolled in the MOOC course on Organic Farming. 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, World Soil Day and World Ozone Day are celebrated in a befitting manner. Seminars on the topic, nature

camps, plogging, environment surveys, eco-sensitisation competitions 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 There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	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 is equipped with a mini-theatre featuring state-of-the-art digital technology, along with a digital recording studio, a well-equipped computer lab, a digitized language lab, and a microteaching lab that includes essential digital tools for practicing techno-pedagogical skills. All classrooms are enabled for ICT-based teaching and learning. The college has subscribed to INFLIBNET's NList membership, granting access to e-resources for both faculty and students. Faculty members actively contribute to research in techno-pedagogy and lead initiatives to experiment with innovative online teaching and assessment methods.

Title of the Practice: Developing Ecological Consciousness and Sustainability

The Practice: The college implements a community-participatory intervention plan focused on cleaning riverbeds around the campus. On June 15th 2023, students engaged in cleaning 'Chavara Kadavu' under the guidance of faculty members. The college prioritizes the maintenance of its vegetative cover and promotes eco-friendly practices, such as herbal and vegetable gardening. Effective waste management is practiced on campus, and seminars, nature camps, plogging activities, environmental surveys, eco-sensitisation competitions and cleaning campaigns are organised.

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 vision of the institution is 'to nurture teachers who are

globally competent, who shall promote democratic and spiritual values to create a just and humane society'. In keeping with its vision, the institution promotes social consciousness and social commitment in its wards. Apart from the Social Extension Cell which functions in the college, this year the college started an N.S.S unit which functions with the motto, 'Not me but you'. The students successfully completed 'Varnam 2022'- a group venture to beautify the classrooms of Holy Family Pre-primary School, Parampuzha. The students used creative art, murals, cartoon and other visual symbols and images for decking up the classrooms.

The college took up an active awareness campaign against the menace of drug abuse in Kerala. An anti-drug poster contest, an awareness talk on the theme, a rally to Mannanam town, followed by drug awareness messages and a street play were organised on various occasions in the year. It takes up mental health awareness programmes too with the aim of sensitising students towards the challenges faced by people having mental health issues. A Two-day seminar on Pathway-Social Life Wellness Programme sponsored by Dept. of Minority Welfare, Govt. of Kerala was conducted on 3rd and 4th March 2023. The college also organises social extension activities like old age home visits, cleaning campaigns, social surveys to instil social consciousness and commitment in our students.

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