



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	St. Joseph's Training College, Mannanam
Name of the Head of the institution	Dr. Varghese K. Cheriyan
Designation	Principal
Does the institution function from its own campus? ♦ ♦	Yes
Alternate phone No.	0481 2597347
Mobile No:	9447353546
Registered e-mail ID (Principal)	stjosephstrainingcollege@gmail.com
♦ Alternate Email ID ♦	mannanamtrainingcollege@gmail.com
Address	Mannanam P.O.
♦ City/Town	Kottayam
State/UT	Kerala
Pin Code	686561
<b>2.Institutional status</b>	
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	<b>Mahatma Gandhi University</b>
♦ Name of the IQAC Co-ordinator/Director	<b>Dr. Ronu Thomas</b>
♦ Phone No.	<b>9526096958</b>
♦ Alternate phone No.(IQAC)	
♦ Mobile (IQAC)	
♦ IQAC e-mail address	<b>stjosephs1957@gmail.com</b>
♦ Alternate e-mail address (IQAC)	<b>sjtc.iqac@gmail.com</b>
<b>3.Website address</b>	<a href="http://www.stjosephstrainingcollege.org">www.stjosephstrainingcollege.org</a>
♦ Web-link of the AQAR: (Previous Academic Year)	<a href="http://stjosephstrainingcollege.org/wp-content/uploads/2022/07/AQAR-2019-20.pdf">http://stjosephstrainingcollege.org/wp-content/uploads/2022/07/AQAR-2019-20.pdf</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>
♦ if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://stjosephstrainingcollege.org/wp-content/uploads/2022/07/Academic-calendar-20-21.pdf">http://stjosephstrainingcollege.org/wp-content/uploads/2022/07/Academic-calendar-20-21.pdf</a>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>Four Star</b>	<b>00</b>	<b>2001</b>	<b>05/11/2001</b>	<b>05/11/2006</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.85</b>	<b>2008</b>	<b>28/03/2008</b>	<b>27/03/2014</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.17</b>	<b>2014</b>	<b>24/09/2014</b>	<b>23/09/2019</b>

<b>6.Date of Establishment of IQAC</b>	<b>10/12/2003</b>
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**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
St. Joseph's Training College, Mannanam (Institution)	RUSA Project	RUSA	01/04/2019	6552327
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
♦ Upload latest notification of formation of IQAC		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>4</b>		
♦ Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?		<b>Yes</b>		
♦ (Please upload, minutes of meetings and action taken report)		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
♦ If yes, mention the amount				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<ul style="list-style-type: none"> <li>• Foundation stone laid of Research Block and renovation works of the heritage block initiated under the RUSA Project</li> <li>• Organised an International Panel Discussion on 'Covid 19- Facts &amp; Fiction' and a webinar on 'Transcending Covid Pandemic Challenges, Remedies &amp; Roles of teachers' to spread awareness on the Covid pandemic and our role in combating it</li> <li>• Organised a webinar on 'NEP 2020 &amp; Teacher Education' to conscientize teacher educators, teachers, and teacher trainees on NEP 2020</li> <li>• Organised a Webinar on 'Digital Tools for Smart Teacher' in collaboration with Mount</li> </ul>				

Carmel College of Teacher Education for Women, Kottayam and a webinar on 'E-resources & Scholarly Communication' in association with Kerala College Librarians' Association in keeping with its emphasis on technopedagogy • Organised a Webinar series with the title 'Passionate Professionals: Handholding the Novice Teacher,' in collaboration with the Former Staff and Students Association (FOSSA) • Continuation of the River Revival Project

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
Conduct a programme to spread awareness on Covid pandemic	Conducted an International Online Panel Discussion on Covid 19- Facts & Fiction; Webinar on 'Transcending Covid Pandemic Challenges, Remedies & Role of Teachers' for B.Ed. students in collaboration with Indian Red Cross, IMA, Epidemic Control Cell, Vidhyabhasa Vikasa Kendra
Organize a webinar to enlighten teacher educators, teachers and teacher trainees on NEP 2020	Conducted a webinar on NEP 2020 & Teacher Education
Organize a webinar on fullbright - Nehru Scholarships	Conducted a webinar on Fullbright - Nehru Scholarships
Conduct a programme through which the students get benefited by the expertise of our alumni	Organised a webinar series with the title "Passionate Professionals: Handholding the Novice Teacher," in collaboration with Former Staff and Students Association (FOSSA)
Continue Saint Chavara Lecture Series	Conducted Saint Chavara Lecture Series
Organize an Online K- TET coaching	Organized an Online K- TET coaching
Conduct a programme exclusively for students to equip them with the latest technopedagogical	Conducted a webinar on Digital Tools for a Smart Teacher

knowledge and skills	
Continue add on courses on Functional English, Theatre pedagogy and Self regulatory pedagogic practice	Implemented add on courses on Functional English, Theatre pedagogy and Self regulatory pedagogic practice
Introduce certificate courses on Yoga And Digital Apps	Designed and implemented certificate courses on Yoga And Digital Apps
Continue the revival of local river	Organised the local river cleaning events
Organize Intramural Badminton Tournament for students	Conducted Intramural Badminton Tournament for students
Complete RUSA Project work at the earliest	Foundation Stone Laying Ceremony of RUSA Project was undertaken and speedy progress of works was ensured works
Promote e-content development and dissemination drive	Students and teachers developed and disseminated e content in various subjects

<b>13. Whether the AQAR was placed before statutory body?</b>	No
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♦ 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
2021	22/02/2022

**15. Multidisciplinary / interdisciplinary**

Education is a subject which draws its foundations from various disciplines like philosophy, psychology, and sociology. It then blends itself into every subject of one's choice. This approach makes the subject highly multidisciplinary in nature. The different programs offered under the subject cannot be different

from this approach. The B.Ed. and M.Ed. programmes offered in the institution following the curriculum of the affiliating University is highly multidisciplinary in nature. The curriculum draws from a host of subjects like ICT, Educational Management, Gender Studies, Language Education, Statistics and Research, Media studies and Assessment & Evaluation apart from its foundational subjects of Psychology, Philosophy and Sociology. The theory courses as well as the practicals relate themselves to these multiple areas of study and practice.

#### **16.Academic bank of credits (ABC):**

As an affiliated institution, the institution has its limitations in adopting the Academic Bank of Credits into its curriculum. However the college takes all efforts to equip the faculty regarding the concept. The faculty are encouraged to equip themselves regarding the topic. The faculty are encouraged to design their own curricular and pedagogical approaches within the approved framework of the University curriculum, to include textbooks, reading materials, learning experiences, assignments, and assessments of a wide variety to bring in flexibility and cater to individual choices.

#### **17.Skill development:**

The institution puts great emphasis on skill development in its curriculum. Students are initiated to Life skills in the initial Orientation programme of the college. The college offers value added courses in Soft Skills, Digital Teaching Learning Tools, Theatre arts, and Functional English as enrichment programmes. Socially Useful Productive Work (SUPW) forms an integral part of the curriculum. As part of the programme, students are familiarised with various vocational skills like craft works, book binding and cooking. Training in language education and Communicative English also are included in the official curriculum. Workshops are regularly organised in various topics such as preparing teaching learning materials, personality development, drama and art, film review etc. A MOOC course on Organic farming was undertaken by our students. Students are also provided opportunities to take up different skill based courses of their choice in online mode to improve their skills. Skills of E content development is regularly promoted among our students. Value education also is deeply embedded in the curriculum. Students are provided focussed training on developing value education lessons during School Internship. Seminars and lectures on the topic are organised to further their knowledge of the topic. Value based personality development of the students is

a major focus integral to the vision of the institution. A Spiritual club functions in the college to promote spiritual values and practices. Students are provided coaching for competitive examinations like KTET, SET and NET keeping in view their prospects of employability.

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

The teacher education programme offered in the college caters to the needs of the students trained in both English and Malayalam. Lectures and classroom instruction incorporates both the languages. Students are free to take examinations in either of the languages. The curriculum has provision for students to train themselves for classroom instruction in two languages, English and Malayalam. Pre-practice and Practice sessions are provided in both languages. College Assembly is conducted in both languages. Indian Knowledge and culture forms an integral part of the teacher education courses offered in the college. Course elements on Indian philosophy, Indian art, constitutional provisions regarding education, history of Indian Education, multicultural diversity, multilinguistic nature of India all cater to enrich students' knowledge. A separate practical course on Drama & Art is offered in the curriculum which specifically acquaints the students with various elements of Indian art, drama and culture. A certificate course on Yoga is specially offered in the college. As part of the EBSB club activities the college associates itself with Govt. College of Teacher Education, Dharamshala, Himachal Pradesh. Various collaborative events highlighting the culture and art of both states are regularly organised for the benefit of the students. The Students Union in association with the Cultural Club of the college organises a host of cultural events highlighting the culture and traditions of the country.

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

The institution follows the curriculum of the affiliated University and sticks to the programme and course learning outcomes as prescribed in the curriculum. It always takes meaningful and relevant initiatives to align the learning experiences and evaluation to the prescribed course learning outcomes and ultimately to the programme learning outcomes. Faculty are encouraged to attend webinars on the topic and inhouse discussions are held to share the ideas. Faculty also takes care to familiarise students with the topic.

**20.Distance education/online education:**

Online education took a leap during the pandemic. All internship programs and theory course transactions were held online and conducted with true engagement of learners. Promoting technopedagogy is one of the focus areas of the institution. In keeping with this, the students developed e-content and uploaded them on various sites. Our faculty also prepared e content related to the B.Ed. curriculum which was also made available to the public. A handful of online events such as webinars, panel discussions, workshops, competitions on a myriad of topics were conducted during the year. The college organised a Webinar on 'Digital Tools for Smart Teacher' in collaboration with Mount Carmel College of Teacher Education for Women, Kottayam and a webinar on 'E-resources & Scholarly Communication' in association with Kerala College Librarians' Association in keeping with its emphasis on technopedagogy. Alumni engagement was ensured by organising a Webinar series with the title 'Passionate Professionals: Handholding the Novice Teacher,' in collaboration with the Former Staff and Students Association (FOSSA). Students attended a MOOC on Organic Farming conducted by the affiliating University. A workshop on Film Review was held online. Various competitions by different clubs and celebrations of various days of importance were held online.

**Extended Profile****1.Student**

2.1 112

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 11

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 55

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 55

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 55

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Institution**

4.1 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 23

Number of full-time teachers during the year:

## Extended Profile

### 1.Student

2.1	112
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Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
-----	-----

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	11
-----	----

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	55
-----	----

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year	55
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File Description	Documents
Data Template	<a href="#">View File</a>

2.6	55
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Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

**2.Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	<b>1</b>
4.2 Total number of computers on campus for academic purposes	<b>45</b>

**3.Teacher**

5.1 Number of full-time teachers during the year:	<b>23</b>
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File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2 Number of sanctioned posts for the year:	<b>23</b>
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**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

**As an affiliated institution, the curricular aspects of the college are governed by university regulations. The college faculty holding key roles in the University Academic and Administrative Bodies play a decisive role in framing the teacher education curriculum of the University.**

**The Curriculum Planning Committee of the institution plays the central role in planning, reviewing, revising and adapting the**

curriculum to the local context. At the start of every academic year, the Curriculum Planning Committee reviews the analysis of the detailed feedback of the previous academic year and frames a Plan of Action considering the institutional context, while adhering to the Academic Calendar of the University. Periodic review of curriculum delivery is carried out and re-planning is done as needed. The relevant aspects of the academic calendar are informed in advance to the stakeholders, suggestions are sought and clarifications are provided.

The college curriculum always responds to local challenges. Faculty constantly directs students to contextualise projects, action research, and dissertations to local or national situations. The online curriculum transaction during the pandemic was made interactive and engaging using a repertoire of digital tools. A special value-added course on digital applications for teaching was implemented to empower our students.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**A. All of the above**

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

<p><b>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</b></p>	<p><b>C. Any 2 of the Above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://stjosephstrainingcollege.org/wp-content/uploads/2021/05/BEd-syllabus-2021-1.pdf">http://stjosephstrainingcollege.org/wp-content/uploads/2021/05/BEd-syllabus-2021-1.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2 - Academic Flexibility****1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****3**

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

**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	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1. Yoga for growth and development - 50, 2. Course on Digital Apps for the Modern Teacher- 48, 3. Course on Functional English- 48, 4. Course on Theatre Pedagogy- 48,

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

1. Yoga for growth and development - 50, 2. Course on Digital Apps for the Modern Teacher- 48, 3. Course on Functional English- 48, 4. Course on Theatre Pedagogy- 48,

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

12

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

12

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

### 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.

The curriculum comprises a meaningful blending of theoretical understanding in several cognate disciplines - interdisciplinary and multidisciplinary, a gestalt emerging from the conceptual blending. It is well organized and purposefully designed, free of academic gaps and needless repetitions, aligned across lessons, courses, and subject areas vertically coherent, and teaching is purposefully structured and logically sequenced. Philosophy, sociology, and history of education, educational psychology, technology, content knowledge, methods of teaching, evaluation, and practice in classroom teaching are connected in sequential order.

Along with theoretical knowledge, the curriculum gives emphasis to practical knowledge. The institution organized micro and macro level practice lessons to enhance teaching skills. They are trained in the effective use of ICT and are well equipped in using various software applications for video recording of lessons and e-content development and are given orientation and training to master the contents of various eligibility tests for recruitment of teachers.

During the internship of 20 weeks, student teachers participate in all school activities, including planning, teaching, and

assessment, interacting with school teachers, community members, and children. This makes professional preparedness more meaningful to get first-hand experience. They demonstrate their technology skills, knowing when and how, as well as the most appropriate type and level to maximize student learning and maintain a "Reflective Journal".

The institution has introduced value added courses and programmes. This enhances the development of various soft skills. Moreover, they are expected to successfully complete self-study courses in their own areas of interest to become more resourceful.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Institution familiarizes students with the diversities in the school system in India by providing a theoretical knowledge base and practical knowledge as envisaged in the layout of the curriculum which comprises three broader areas such as- a) Perspectives in Education including Learner Studies, Contemporary Studies, Educational Studies; b). Curriculum and Pedagogic studies with Curriculum Studies and Pedagogic Studies and c) Engagement with the Field encompasses Professional capacities, Teacher sensibilities, and skills throughout School Internship. Student teachers are made aware of the functioning of schools through various activities of field engagement programme. During the first phase of practice teaching, they prepare school profile and practices in various aspects including student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School

Assembly, etc., collect Statistics of children with special needs and their characteristics and also critically analyzed the status of exceptional children in the school. Moreover, they analyzed prevailing assessment practices in schools and prepare a report based on the evaluation policy of government and private schools in different areas with respect to different boards and explore norms and standards laid down by different Boards. Visits to inclusive schools are helpful to sensitize student teachers to the needs of special children in an inclusive classroom and how to manage them, thus developing empathy towards such children.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 overall aim of teacher education curriculum is to prepare students to become competent and thoughtful practitioners who are committed to high quality teaching. This is accomplished through the acquisition of the competences that encompass knowledge, understanding, critical thinking and practical skills. Wide range of curricular experiences organised by the institution equip student teachers to develop a professional attitude, knowledge and judgement. The school internship programme of 20 weeks duration spreading over two phases is designed for the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the student teachers. They acquire professional knowledge in a wide variety of areas, including Tehnopedagogical content knowledge and skills along with skills in planning, evaluating and making decisions during teaching. This helps them to develop Metacognitive skills, such as weighing consequences, predicting outcomes, planning alternatives, and examining one's own beliefs, theories, and assumptions characterize reflective

teachers who become reflective gradually, beginning with declarative knowledge (knowing what), then develop procedural knowledge (knowing how), and finally acquire the metacognitive knowledge. Reflective journaling helps student teachers to become Reflective teachers who reflect on and analyze the effects of their teaching and apply the results of these reflections to their future plans and actions. The student teachers gain an understanding of both the theory and practice of teaching through these activities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

TEACHING-LEARNING AND EVALUATION	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
58	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
58	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
11	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
11	

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

During admission, the college conducts an informal interview with the students to assess their general inclinations, outlook

of life and preparedness towards the B.Ed. program. During the Orientation Programme itself, entry level tests in English Language Proficiency, ICT and Teacher Aptitude are conducted to assess the students. During the Orientation Programme, Self introduction and Talent Hunt is held for all students where their stage presence, presentation skills, unique talents are assessed. The ability for team work and collaboration are assessed in the ice breaking sessions. The class teachers also collect a learner profile showcasing their family and educational background and work experience if any.

After identifying learning profiles, remedial programmes and tutoring system along with peer learning and mentoring sessions are specifically designed to help each student overcome their specific challenges. Value added courses in Functional English, Theatre pedagogy and Self-regulatory pedagogic practice are provided to students. A Certificate course in 'Digital Apps for Teachers' was introduced to enhance their techno-pedagogical know-how. A certificate course on Yoga is also provided to cater to their physical and mental well-being. Training for attending Interviews, personality development and career counselling along with coaching for competitive Examinations is also organised.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four/Three of the above

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

<p><b>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</b></p>	<p><b>One of the above</b></p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<b>No File Uploaded</b>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**2.2.4 - Student-Mentor ratio for the academic year**

**1 : 11**

**2.2.4.1 - Number of mentors in the Institution**

**6**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 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.

• Besides regular lectures, a variety of experiential and participative learning modes such as community living camp, workshops, projects, assignments, portfolio, case studies, quizzes, reflective journalling are carried out regularly. The college organises certificate courses, value added courses, guest lectures, seminars, debates, quiz programmes, demonstration classes by subject experts and interaction with eminent personalities from various walks of life. • Mentoring, tutoring, remedial classes, peer tutoring and enrichment programmes are integrated into the curriculum. • Activities under various clubs, workshop in drama and theatre arts, personality development programmes, communication and soft skills development programmes, annual study tour, a secular spiritual animation programme and Inter Training Collegiate Athletic Meet also form a regular feature of the curriculum. • Social extension activities like e-content dissemination drive, visits to special schools, field trips, community surveys, maintenance of vegetable and herbal gardens are also organised. • In view of the pandemic, this year students and teachers shifted to online mode of teaching. Faculty members designed effective modalities on various platforms ensuring interactivity. During the year pre-practice teaching sessions, internship programme and evaluation was held fully online. They prepared e-content for school students, and both participated and organised various online events like webinars, panel discussions, workshops and competitions.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

122

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Four of the above

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

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

The college has an efficiently functioning mentoring system for student support. Each teacher (mentor) is specially in charge of a few students (mentees). He takes special interest in the academic and personal wellbeing of students under his/her care. Clear guidelines exist for reference of the mentors regarding the mentoring process. The Principal directly supervises and coordinates the mentoring activities. A Student Profile for each mentee, containing the academic and personal details of the mentee is collected and filed by the mentor in the beginning of the mentoring process. Mentoring Sheets regarding the details of the interactions with the mentees are also maintained by the mentors. At the end of each academic year the mentors analyse the record of their interactions with the mentees and assess the effectiveness of the process and report to the Principal. Mentors provide help for placement, higher studies and help in tackling personal issues too. The mentor- mentee relationship often builds into a lasting relationship of trust and positivity. During the lockdown, telephonic conversations and google classrooms were utilised for mentoring. Mentoring was a strong support for academic, social and emotional well being of the students during the pandemic.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; 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</b></p>	<p><b>Five/Six of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

During the orientation program itself, students are provided with sessions on Life skills and Soft skills. The one week long community living camp nurtures various life skills among students. Extension activities like providing donations to charitable institutions and visits to old age homes develop empathy in our students.

The Mini Theatre and audio-video recording studio with the latest facilities for techno-pedagogy and e-content development enable our staff and students to experience the latest methods of interactive digital teaching - learning and equip them for the needs of the post pandemic future world. Techno-pedagogical

tools such as blogs, podcasts, videos, video conferencing, online quizzes, various apps like nearpod, are utilised to bring in variety and innovation in classroom teaching. Project based learning, case studies, preparing and publishing articles online, creation of blogs, action research etc are also used for teaching.

The workshops in Drama and Art and Film Review; and practicals like shortfilm and documentary making, writing scripts for street play, taking classes on art forms of India and participation in Arts Fest and other cultural activities organised by the EBSB Club and Cultural Club in association with the Students' Union, provide manifold opportunities to students to explore their creative talents.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4 - Competency and Skill Development**

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p><b>Four/Five of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<p><b>2.4.3 - Competency of effective communication is developed in students</b></p>	<p><b>All of the above</b></p>
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**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
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**

**All of the above**

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity**

**Four of the above**

**Preparation of term paper Identifying and using the different sources for study**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
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 internship programme of the institution is planned systematically. It starts with deciding the schools to be chosen for the teaching practice. The schools which are easily accessible for the students are chosen from the 12-15 schools in our collaboration. Usually, the teachers then form groups and visit each school to orient the head of the institution and teachers of the schools. But this year due to the covid pandemic each school was allotted to a faculty and she/he directly contacted the head of the institution and teachers of the schools and oriented them about the conduct of school internship in online mode. The teachers were briefed on their role in molding the teacher trainees into a complete teacher. Before the start of school induction, an orientation was given to students about their code and conduct at school. They were also brief about their duties and responsibilities while at school. The head of the institution and teachers of the schools were very cooperative throughout the internship period. The assessment of the performance of the students was obtained through google forms from the mentor teachers and head of the institution of the schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

55

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Three/Four of the above**

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

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

**The internship has been an integral part of teaching training programmes. Both in graduation and post-graduation students has to observe and understand the practices in schools and practice teaching. Throughout the internship, students' engagements are thoroughly monitored. The head of the institution gives**

permission to carry out the different activities planned. The mentor teachers guide them in each and every step. Teacher trainees can approach their school principals and mentor teachers for any matter. They provide all opportunities and facilities for the teacher trainees for the smooth conduct of the internship. Usually, the teacher educators visit the schools and observe at least three classes of each teacher trainee. But due to the covid pandemic, this year, observation in offline mode was not possible. Hence to ensure the optimal impact of the internship, online mode of assessment was adopted. The school principals and mentor teachers observed the classes of teacher trainees and gave their feedback which was obtained through google forms. Teacher educators observed the classes of teacher trainees either by joining the platform in which they were taking classes or by evaluating the video lessons prepared by them. Peer evaluation was also obtained through the performa designed by the institution. Every teacher trainee's at least 2 classes were evaluated by their peers

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

**2.4.13 - Comprehensive appraisal of**

Four of the above

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

23

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

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

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

10

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

10

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

Our faculty attended webinars, online workshops, and FDPs during the pandemic and shared the information with their colleagues using online in-house sessions.

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

## 2.6 - Evaluation Process

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

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

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

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

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

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

At the beginning of the year the academic calendar is set up after careful planning regarding the different programs and activities of the college. A tentative schedule of internal and external examination is also included. The academic calendar forms the foundation for planning teaching learning and evaluation of semester-wise courses. It keeps students informed regarding the timeline of their assessments. Any change in schedule is informed to the students at the earliest.

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 2.7 - Student Performance and Learning Outcomes

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

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

Besides regular lectures, a variety of experiential and

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

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution follows the curriculum of the affiliated University and sticks to the programme and course learning outcomes as prescribed in the curriculum. Teaching using techno-pedagogy and e-content development equip them as futuristic professionals. The one week long community living camp nurtures

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

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

## 2.7.4 - Performance of outgoing students in internal assessment

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

54

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

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

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

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://stjosephstrainingcollege.org/wp-content/uploads/2023/05/SSS-20-21.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 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**

Three of the above

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

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
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**

3

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

**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**

**3**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**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**

**1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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**

**49**

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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**

**9**

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

**9**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

- ♦ Our institution has organized a number of social extension activities for community welfare. A systematic plan is prepared every year and Both faculty members and students whole heartedly worked for the success of the activities. These activities are performed in collaboration with local community, other colleges etc. In association with Nadhi Samrakshan Samithi organized a River Revival Programme on 08th March 2021 under the able guidance of Principal Dr. Varghese. K. Cheriyan and Rev. Fr. Dr. Sibichen Kalarickal CMI, Nadhi Samrakshan Samithi President and the Teacher in Charge. The theme for the revival was "Rivers are ours". The students actively participated in this to give a new life to the Chavara Kadavu with full vigour. The students were divided into different groups and were allocated several duties from collecting up the wastes from the river to burning up the weeds and algae. The students involved whole heartedly in the cleaning process along with their teachers. The students did get a new insight after participating in this cleaning process. The students imbibed the values of social connectedness and they realised their social accountability.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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 campus spread over 8 acres and 61 cents of land. The Physical facilities include campus area, class rooms, principal's room, office room, seminar hall, auditorium, laboratories, indoor court, gymnasium etc. Along with 3smart classrooms all classrooms are provided with ICT and Wi-Fi facilities. Uninterrupted power supply is provided with UPS and**

generator. The different laboratories are micro teaching lab, language lab, psychology lab, science museum, science lab, Mathematics lab, Social science lab and computer lab. The college has a total of 45 computers with internet facilities. Wi fi facility with 200 mbps speed is provided in the campus for staff and students. College has an excellent library that occupies an area of 4000 sq.feets and has a good collection of more than 20000 books, reading and digital materials. Internet browsing and reprographic facilities are provided in the library. The college has a UGC funded indoor stadium for Volleyball and shuttle badminton and a Gymnasium with essential fitness equipments is there. A new research block, recording studio and a mini theatre is under construction. The institution takes great care and interest in monitoring, maintaining and periodically upgrading the physical, academic and support facilities in the campus for the welfare of the students.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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**

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://stjosephstrainingcollege.org/#">https://stjosephstrainingcollege.org/#</a>
Any other relevant information	No File Uploaded

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

Rs . 4775718

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 established in the year 1957 along with the Inception of the college, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched in terms of availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. For the ease of the users, the library is divided into various sections General Reference Section, Periodical Section, M.Ed Section, Photocopying Section, subject wise Books Section, and Reading Room. We have been facilitating the users with the conventional library methods till the year 1998. Since then we started the library automation process. In the year 1999. We upgraded the library to a computerized library and installed "Advanced library management system" a library software locally developed by an engineer. In the year 2013, we introduced Koha software for the management of library services. At present we use this software for the searching of catalogs (OPAC), circulation process, and data entry works related to the acquisition of books, etc. We also prepare barcodes with the help of Koha.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://stjosephslibrary123.weebly.com/">https://stjosephslibrary123.weebly.com/</a>
Any other relevant information	<b>No File Uploaded</b>

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 extend the library services more effectively and fruitfully to the academic community, we developed a library website in the year 2021. This website is created with the open-source software called Weebly. We have linked all the most wanted resources on this website. At present, a user can freely retrieve study materials, online journals, thesis, exam question papers, etc through this website. We have plans to upgrade this site in the near future.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<b>No File Uploaded</b>
E-copy of the letter of subscription /member ship in the name of institution	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

0.0974

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
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**

12

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	<a href="#">View File</a>
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	<a href="#">View File</a>

**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**

Three of the above

obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

The college has a well developed system for providing updated ICT facilities to students and teachers. The college provides adequate number of computers, smart TVs, interactive boards, LCD projectors etc to help students and faculty to carry out academic activities effectively. Along with 5 smart classrooms all classrooms are provided with ICT and Wi-Fi facilities. The college has a total of 45 computers with internet facilities. To meet the ICT needs, the college has two internet connections, one under NMEICT scheme with a speed of 20 mbps and the other is a BSNL connection with 200 mbps speed. The college provides free Wi-Fi facility to all its stake holders. Sectional routers are provided in different places to get maximum coverage. The college uses enhanced bio metric attendance system for teachers, non teaching staffs and students. For meeting the future needs of ICT facilities college has started the construction of a new Edu theatre and E-content development studio under RUSA 2.0 scheme. CCTV cameras are installed in office, verandas, classrooms, library and computer labs for safety and security. The maintenance and updation of all these facilities are doing properly by an external agency and it is properly monitored by principal and staffs.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
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	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
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**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<b>Nil</b>
List the equipment purchased for claimed facilities along with the relevant bills	<b>No File Uploaded</b>
Link to the e-content developed by the faculty of the institution	<a href="https://youtu.be/GCHh1iisCVA">https://youtu.be/GCHh1iisCVA</a> , <a href="https://youtu.be/szUZDP3vSiE">https://youtu.be/szUZDP3vSiE</a> , <a href="https://youtu.be/topOfWRLqOw">https://youtu.be/topOfWRLqOw</a> , <a href="https://youtu.be/hEP4MJlZtsc">https://youtu.be/hEP4MJlZtsc</a> ,
Any other relevant information	<b>No File Uploaded</b>

#### **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 . 815197**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**College has established strict rules and regulations for maintaining and utilizing physical, academic and support facilities. Some of the important rules are 1) Students should not make any marks on the furniture or walls or on any part of the college premises 2) Separate library periods are included in the time table to ensure the use of library. Students shall produce their identity cards for entering the library 3) Students have the permission to use the indoor court and**

gymnasium under the supervision of physical education teacher. They can enter the court by wearing non marking shoes only 4)Cctv is installed in classrooms, library, computer lab etc to observe the way of using these facilities 5)Students can use the Wi-Fi facilities and internet facility in the computer lab for academic purpose only. Social networking sites are disabled in the computers. Use of pen drives is also disabled in the computers to save from virus attack. 6)Punching system is introduced to ensure the attendance and punctuality of students and staffs. 7)Separate waste bins are there in the campus to put the bio waste and plastic waste. More details regarding the policies, rules and regulations are provided in the college website.

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

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

Five fo the above

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

<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Seven/Eight of the above</b>
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File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>C. Any 2 of the above</b>
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File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<p><b>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)</b></p>	<p align="center"><b>Two of the above</b></p>
---	---

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

**5.2 - Student Progression**

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

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Number of students placed as teachers/teacher educators	Total number of graduating students
<b>18</b>	<b>49</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**33**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.3 - Student Participation and Activities

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

#### Student Council

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

The college union conducts a large number of student-oriented activities like academic, cultural, literary, entertainment, day celebrations, festivals and competitions every year. Union members takes leadership in visiting special schools, conducting social extension programmes and all other activities initiates by the institution. This year college union conducted a wide range of activities including reblubic day and Martyrs day celebrations, National Youth Day celebrations, women's day, Science Dy, Sports Day and academic sessions like unspoken words, Talk on Teacher Education in NEP-2020, workshop on drama etc. College union along with the faculty woks together in harmonious way for the smooth conduct of academic and co-curricular ventures.

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

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

16

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

**5.4 - Alumni Engagement**

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

**St. Joseph's Training College, Mannanam**

**Former Staff and Student Association (FOSSA)**

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

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

Contribution of FOSSA plays a key role in academic excellence of the institution. 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 was the

**Demonstration classes handled by the alumni members.**

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfilment of the mission, the leadership strives to maintain an open and interactive environment. The Board of Management, College Governing Body, Academic council, Administrative Staff Council - are responsible for planning and executing many operational procedures in the institution. College Development Committee (CDC) coordinates the activities of the college. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels. The governing body also includes three staff representatives to look into the overall policy and governance of the institution. IQAC is the strong committee which looks into the different qualitative initiatives of the institute based on stakeholder feedback. 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 and Redressal Cell, Counselling and Mentoring Cell, Anti- ragging Cell, Gender Justice Forum, Internal Committee for Sexual Harassment Library Committee, SC ST monitoring Cell and Tobacco Control Cell. College's general staff council meet every month to consider relevant matters and take appropriate decisions.

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

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

The institution promotes participative management at various levels. The process of decentralisation and participative management in all academic and administrative matters is practiced by constituting various committees consisting of representatives from management, teaching faculty, non-teaching staff and student categories, aimed at attaining specific objectives derived from the vision of the college. The Board of Management as the apex body of the CMI province to formulate overall policies for the College. The Administrative Council oversees the implementation of policies and day to day activities. All staff members act as a part of decision making by gathering their opinions and concerns in the monthly staff council. The feedback of stakeholders is gathered to make them part of decision-making process. Participation of students in the governance of the college is ensured through the student council and various clubs and associations. The faculty plays a significant role in the planning and effective implementation of the college administrative process. At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. IQAC and other committees and a number of clubs also function efficiently with a teacher -in-charge to collaborate the activities of each. Through these councils and committees, the college encourages a culture of participative management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

**Activity- Interactive video classes for Standard X students**

St. Joseph's Training College has been doing significant efforts for preparing e learning materials for standard X students. This venture started earlier and become more effective during the start of covid pandemic. B. Ed. students of both batches prepared video lessons for standard X students of Kerala State Syllabus. The prepared video lesson were uploaded in college YouTube channel.

During the second half of 2020, students offered interactive virtual classes that provided more realistic learning to school students. For this, college formulated a well-defined strategy to offer interactive video classes. It also ensured the dissemination of high-quality education to the students. The mission started with a detailed plan indicating the steps in the process. Committees were constituted for the allocation of topics for Language, Mathematics, Physical Science, Natural Science and Social Science Subjects under the leadership of teachers. The students from different optional subjects prepared video classes in the subjects-English, Mathematics, Physics, Chemistry and Social Science- for students of standard 10. The prepared classes were uploaded in their YouTube channel.

In addition to that the students of English optional subjects offered grammar topics through the YouTube channel. The students of the college also released a series of motivational talks on various topics.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Principal and the administrator from the management of the**

college works in collaboration with the governing body to regulate and maintain a congenial academic environment. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of Mahatma Gandhi University, Kottayam and Kerala State service rules. In addition, a number of clubs and committees comprising of students and faculty members are active in the college to enable effective learning of students. The college has a democratic set up, where each unit is given full freedom to innovate and plan its perspective of development, yet it operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

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

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

**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 /**

**Five/Six of the above**

**digital attendance for staff Biometric /  
digital attendance for students**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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.

#### **Programme- Online KTET Coaching**

##### **Implementation**

Teacher Eligibility Test is conducted by Dept. of General Education, Govt. of Kerala to determine the eligibility of candidates for appointment as teachers in government or private schools. This test is mandatory for teaching jobs in government schools in India. Hence, it is important for all the aspirants to prepare for the TET exam under the guidance of a good Institute.

St. Joseph's Training College, Mannanam took initiative to conduct an online KTET coaching programme in collaboration with Former Staff and Students Association (FOSSA). The matter was placed before the Meeting of the Staff Council. The staff council endorsed the matter for the approval of the Governing body. The matter was placed before Meeting of the Governing Body held on 20-01-2020 and got approval.

A committee was constituted under the guidance of Principal Dr. Varghese K. Cheriyan. Dr. Shaiju Francis and Dr. Sunitha Susan Jose were selected as the Co-ordinators of the programme. The committee decided to conduct the programme in collaboration with Ductus Academy, Calicut, where our alumni members are also resource persons. 54 students joined the programme from among the students and alumni of the college. The online coaching helped to transform the performance of students stronger and to

attempt the question faster. Regular practice gave confidence and also improved the speed to attempt the question. Thirty seven students of B.Ed. 2018-20 batch cleared K-TET examination conducted in January 2021.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 Management provides the following welfare activities to the faculty and staff: The college has implemented various welfare schemes for faculty and staff members such as maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, Employee State Insurance Scheme (ESI) etc. The Faculty and other staff members are provided with spacious and well furnished office space, conference rooms, rest rooms and good working environment and facilities. Faculty members are also given computers and internet facility for doing their day today work more efficiently. Free WiFi facility on campus are provided to all. Trainings are provided for both teaching and non-teaching staff. Ladies staff can avail free accommodation at the Ladies Staff Quarters. Accommodation for gents staff is provided in the campus. The faculty and staff are members in K.E. cooperative society, a staff welfare organization by a sister institution. This society enables the staff to obtain immediate financial assistance by availing short term and long-term loans and accepting deposits. Profit share of the society is distributed among its members. A staff fund is maintained by the staff for various welfare activities among them. Quality leisure time is ensured for the staff by arranging for periodicals, newspapers and a television at the staff corner. Faculty and staff are encouraged to use the open gym, multipurpose indoor stadium and basketball court of the college to maintain and improve their health. The major academic and personal achievements of faculty are always specially appreciated and

celebrated by organising congratulatory meetings.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **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**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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.

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

#### **6.4 - Financial Management and Resource Mobilization**

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

The College has a mechanism for regular internal and external audit. The financial internal audit is conducted annually by an approved auditor, who checks the receipts/payments of all college accounts. The external financial audit of the utilization of funds is done annually. These ensure proper maintenance of assets/documents/audited statements as per the statutes and guidelines. A management representative oversees the process of auditing. No audit objections were raised during the last financial year. The college has an internal financial auditing system by the management. The internal audit of the development fund account of the financial year 2020-21 has been done by P V Chacko & Co. Chartered Accountants, Ernakulam. The Study material account has been audited by Thomas and James Chartered Accountants, Kottayam. The internal audit practices to monitor financial management of the institution ensure sound financial health of the institution.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **6.4.2 - Funds / Donations received from non-government bodies, individuals,**

**philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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, in consultation with the Principal, Representative of the management, representatives of faculty and administrative staff, develops a strategic plan for fundraising along with a budget every financial year. The plan is shared with the College Management, the Governing Body, and other officers of the institution to streamline fundraising and utilisation processes.

**Resource Mobilization Policy**

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

**Optimal Utilisation of Funds**

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

The institution funds its endeavours through a combination of

earned income (fee collected), Government funds (RUSA), Funds Raised (Alumni contribution) and other funds

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.5 - Internal Quality Assurance System

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

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

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

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year****21**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Three of the above**

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

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

**Value-added courses:** During the academic year 5 Value-added courses were offered for the students. The courses offered are Yoga for growth and development, Course on Digital Apps for the Modern Teacher, Course on Functional English, Course on Theatre Pedagogy and Course on Self Regulatory Pedagogical Practice. The courses were offered for the two batches of students. All the students completed the courses successfully.

**RUSA Project:** The College was able to avail the RUSA Grants for augmenting infrastructural facilities. Construction of additional infrastructural facilities, renovating existing ones and procuring modern academic equipment are the key aspects of the project. Construction of a new academic block was considered inevitable in a futuristic context. The college undertook the construction of a multifacility building. In the new building, the college has set up an Edu-Theatre for enabling latest digital learning experience and additional classroom and

laboratory facilities. It also aims to utilise the new building as the Research Block for the functioning of the newly sanctioned Research Centre in Education of the college.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
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 an energy policy which focuses on ways of energy conservation and sustainable use of energy. The following practices are undertaken to this end.

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

- It promotes study projects regarding conservation of energy, sustainable use of energy, alternative sources of energy in educational contexts and society in general.

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

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

Waste management can be defined as the control of waste generation and effective and efficient collection, storage, transfer, processing and disposal of waste. The institution has an effective waste management policy.

The waste management policy of the institution aims to achieve the following:

- ♦ To develop a sense of responsible waste management among its stakeholders at the individual and institutional level.
- ♦ To refuse the use of products and practices harmful for the environment and result in a wastage of resources.
- ♦ To develop a culture of reduction of waste by reducing usage and through repair/reuse and recycling of waste.
- ♦ To develop effective habits of segregation of waste at source.
- ♦ To promote healthy and sustainable practices of safe and effective waste disposal.

The major activities undertaken in this regard are:

- ♦ Follows a green protocol for all institutional activities.
- ♦ Segregates waste at the source
- ♦ Collects and recycles/disposes waste.
- ♦ Reduces ewaste by repairing items whenever possible; if beyond repair, it is properly collected and transported to authorised ewaste recycling units.
- ♦ Organises activities like awareness sessions, competitions and awards to recognise green initiatives by staff and students.
- ♦ Environmental Education is taught as an elective course in

the B.Ed. programme.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
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**

Three 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Ecological consciousness and sustainability are two basic values of the institution that are reflected in all its activities.

- ◆ The college initiated a community-participatory intervention plan of cleaning the river beds around the campus under the leadership of the College Union Advisor Fr. Dr. Sibichen K.K.
- ◆ The college takes care in maintaining the rich natural greenery in its campus. Gardening in accordance with its natural landscape is done with the help of the staff and students. It promotes eco friendly practices like herbal gardening and vegetable gardening,
- ◆ Effective waste management is done in the campus. The college has installed a sanitary napkin incinerator with adequate capacity in the ladies toilet to handle the non-bio-degradable waste generated.
- ◆ Days of importance like World Environment Day, World Water Day and World Ozone Day are celebrated in a befitting manner.
- ◆ Seminars on the topic, nature camps, plogging, environment surveys and cleaning campaigns are regularly organised by the college.
- ◆ Efforts are made to maintain the campus as a plastic free zone and green protocol is maintained in all events held on the campus.
- ◆ The college maintains a rain- water harvesting plant to ensure water conservation.
- ◆ The college organises cleaning campaigns to develop an environmental consciousness among students.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
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**

Three of the above

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

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

0

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

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

The college had come up with a community-participatory intervention plan of cleaning the river beds around the campus under the leadership of College Union Advisor, Fr. Dr. Sibichen K.K. On March 8th 2021, students actively participated in the cleaning of 'Chavara Kadavu' under the guidance of Fr. Dr. Sibichen Kalarickal and other faculty members. Gandhi Jayanthi was observed as cleaning day. Students enrolled in the MOOC course on Organic Farming. The VENTel Cell of the college in collaboration with MGNCRE, Hyderabad organised a webinar on 'Challenges and Possibilities of Meenanthara River Renovation' on 17th November, 2020. The college consistently takes care in maintaining its vegetative cover. It promotes eco friendly

practices like herbal gardening and vegetable gardening, Effective waste management is done in the campus. Days of importance like World Environment Day, World Water Day and World Ozone Day are celebrated in a befitting manner. Seminars on the topic, nature camps, plogging, environment surveys and cleaning campaigns are regularly organised by the college. The campus is a plastic free zone. Plastic items, especially banners are prohibited on the campus. Cloth bags and paper files are distributed to the resource persons and delegates during academic events following the green protocol.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### Title of the Practice: Promoting Technopedagogy

#### The Practice:

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

### Title of the Practice: Developing Ecological Consciousness and Sustainability

#### The Practice:

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

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

### 7.3 - Institutional Distinctiveness

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

The college has a vast campus spread over 8 acres and 61 cents of land with adequate facilities and resources for various educational programmes, administrative functions and extension services. The institution continuously augments its infrastructure to provide learning experiences to students at global standards. The Mini theatre, digital recording studio, computer labs, language lab and ICT in classrooms give proof to the fact. The college library equipped with a host of digital teaching learning materials and INFLIBNET's NList membership provide access to e resources to our faculty and students. E content development and dissemination drive undertaken by the faculty and students is our unique way to share our digital expertise with the society.

Promotion of health and well-being through sports and games is another distinctive aspect of holistic development as envisioned by the institution. The organisation of the Inter Training Collegiate Athletic Meet under M.G. University, Kottayam; construction of the UGC funded Indoor Stadium and a gymnasium with essential fitness equipment; organisation of the Inter Training College Teachers' Shuttle Badminton Tournament and Inter Training Collegiate Shuttle Badminton Tournament along with regular intramural sports and games are a few activities organised towards this end.

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