YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	St. Thomas College of Teacher Education, Pala
• Name of the Head of the institution	Dr. TC Thankachan
• Designation	Associate Professor
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04822216537
• Mobile No:	9447037105
• Registered e-mail ID (Principal)	drthanks@gmail.com
• Alternate Email ID	stcepala@gmail.com
• Address	St. Thomas College of Teacher Education, Pala
• City/Town	Kottayam
• State/UT	Kerala
• Pin Code	686575
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**	
• Financial Status	**UGC 2f and 12(B)**	
• Name of the Affiliating University	**Mahatma Gandhi University, Kottayam, Kerala**	
• Name of the IQAC Co-ordinator/Director	**Lavina Dominic**	
• Phone No.	**9495443393**	
• Alternate phone No.(IQAC)		
• Mobile (IQAC)		
• IQAC e-mail address	**iqacpala@gmail.com**	
• Alternate e-mail address (IQAC)		
3.Website address	https://stcte.ac.in	
• Web-link of the AQAR: (Previous Academic Year)	https://stcte.ac.in/wp-content/uploads/2021/12/AQAR_2019_2020.pdf	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://stcte.ac.in/wp-content/uploads/2023/08/academic-calendar-2020-21.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**Four Star**	**Nil**	**2000**	**17/04/2000**	**16/04/2005**
Cycle 2	**A**	**Institutional score 92**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 3	**A**	**3.32**	**2019**	**10/12/2014**	**09/12/2019**

6.Date of Establishment of IQAC	**17/03/2004**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nill	Nill	Nill	Nil	00

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
- Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	7
- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
- (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
- If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Signed MoU with St. Joseph's College of Education, Mysuru and Yuvakshetra Institute of Management Studies (YIMS), Palakad, International Faculty sharing programme - with National Open University ,Nigeria (NOUN)

Launched Year long National Webinar series -'Jagratha 2021- from 23 January, 2021 to 26 January, 2022 - in association with Archana Women's Centre, Ettumanoor, an NGO for the rural women

Launched 'Sparsham' a counselling programme (resource persons-faculty and students of the college) for the needy school students and parents in the locality in the wake of the COVID pandemic

Ensured academic excellence - good results for B.Ed. and M.Ed. - Coaching for TET, SET by Alumni Association - Majority students cleared TET and SET Initiated a Value Added Course - Media and

Information Literacy

Training programme for faculty and staff on LMS and MIS in Colleges - Orientation on 'Fixation of Pay'(UGC -Pay Revision 2018)

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

Plan of Action	Achievements/Outcomes
1. Enter into MoU with educational institutions of academic excellence	MoU was signed with St. Joseph's College of Education , Mysuru, Yuvaskhetra Institute of Management Studies (YIMS) Pallakad
2. Build linkage with society -Foster social sensitivity and responsibility among students- help the local agrarian society- upliftment of rural women	The extension wing of the college in collaboration with Archana Women's Centre (NGO), Ettumanoor,initiated a year long webinar series ,'Jagratha' for the rural women. The college initiated a counselling programme for students and parents of the local schools (in the wake of the COVID pandemic)
3. Initiate Value Added Courses- Start more Value Added Courses to meet the needs of the changing times	A new Value added course was initiated - Media and Information Literacy to keep abreast with the digital era
4. Pooling resources – Utilise the rich human resource - experience and knowledge of the retired faculty, staff and alumni	The college in collaboration with its Alumni association conducted NET, SET, KTET coaching classes, quiz competitions for high school students.
5. Professional updating of faculty and staff	An orientation programme on 'Fixation of Pay - Revised UGC Scheme, 2016)' and on SSR preparation and a training programme on 'Implementation of LMS and MIS in Colleges' for the faculty and Staff were organised
6. Improve infrastructural facilities - The institution plans to improve its infrastructure with the help of RUSA funds.	The untiled sections, classrooms of the college building were tiled, a ramp for the orthopaedically disabled was built.
13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	16/12/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	03/03/2022

15.Multidisciplinary / interdisciplinary

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions taken in the meetings of the respective bodies.

16.Academic bank of credits (ABC):

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions taken in the meetings of the respective bodies.

17.Skill development:

The institution upholds value based education and strives to inculcate values among its students through various curricular and co curricular programmes. In addition to various programmes conducted, value education classes are organised every week for students. A period is allotted in the time table for value education and all members of the faculty engage in taking classes. The college organises several community related programmes through which students get an opportunity to be in touch with the problems of real society. The college through its 'Miss - a - Meal' Programme engages in charity and humanitarian endeavours.

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

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions taken in the meetings of the respective bodies.

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

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions

taken in the meetings of the respective bodies.

As the college is an affiliated instituion it has limitations regarding major reforms in its programme.

20.Distance education/online education:

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions taken in the meetings of the respective bodies.

As the college is an affiliated instituion it has limitations regarding major reforms in its programme.

Extended Profile

1.Student

2.1 Number of students on roll during the year	121

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	100

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	15

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	57

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**57**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**67**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**Rs 11,4,86,687.09**
4.2 Total number of computers on campus for academic purposes	**97**

3.Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**00**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The college aims at the all round development of its students. The vision and mission and motto embody the farsighted goals of the institution. The college has adapted the curriculum prescribed by the affiliating university to realise its vision and mission. The college set against a semi rural background has most of its students from the agrarian background. The motto ,vision and mission guide the curricular and co curricular activities of the college. The various activities of the college include –micro teaching sessions , induction and internship programmes for developing teaching skills, encouraging research skills- extension services like - preparation of masks for frontline warriors during COVID times, rasing funds for flood victims organising webinars on organic farming for the local farmers, conducting awareness classes for the rural mothers, cleaning of local town , organising blood donation camps, offering counselling help during COVID times, conduct of social surveys, research consultancy for research scholars, projects of current relevance, visits to special schools, angan wadis, homes for the poor and unwanted, etc

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

schools Employers Experts Students Alumni

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://stcte.ac.in/wp-content/uploads/2021/02/B.Ed_Programme.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

06

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

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

07

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

07

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

50

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

50

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

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

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

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

20

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

20

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental 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 guidance provided by teachers on seminar presentations, projects, etc., the seminars/ talks by experts organised by the college, library use – reading articles related to teacher education and research paper publications enhance fundamental understanding of the field of teacher education.

The pedagogic course involves the following activities: preparation and conduct of micro teaching lessons, link practice lessons, construction of various tools for data collection, teaching manuals of pedagogic course, value education, moral classes, achievement test, diagnostic test, action research etc., organising various arts and sports competitions etc. provide procedural knowledge to the student teachers.

During induction and internship programmes students involve in all activities (curricular and co-curricular) of the school, such as club activities, organise exhibitions, administer achievement test, diagnostic test , action research, remedial teaching, train students to give first aid, teach Yoga and aerobics, etc. which give practical experience

Reflective journal and portfolio entries - help to develop metacognition, among student teachers. Extension activities - interacting with local community, counselling service, etc. develop

interpersonal skills among the students. Cultural programmes, club activities, value education classes, observance of important days, celebration of national /state level festivals help develop collaboration skills and social and emotional intelligence.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The B.Ed. and M.Ed. curriculum/syllabus include theoretical portions and practicums and practicals to familiarise students with the National Curricular Framework (NCF) and Kerala State Curriculum Framework (KCF), different school systems – ICSE, CBSE, State, etc. The curriculum also includes academic portions on assessment systems in different school. During the internship, students have to conduct a study of the prevailing assessment practices under the school system.

The college organised a national online seminar to acquaint students with the National Education Policy (NEP) 2020. Classroom discussions on the new education policy were conducted.

Alumni interactions also helped students gain information about the diversities in school systems in India and abroad. A talk on the CBSE, ICSE school boards, education system of the Republic of Maldives was held by the college IQAC for the final year students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Encourage them to do SWOT analysis to understand their potentials, weakness, opportunities, and threats and thus plan measures to improve their competencies to be a good teacher in their own specific areas. The guidelines and support provided to reviewing journals, doing project, preparing research articles help them update in the field and work for professional development. The institution displayed code of ethics for teachers in each classroom and included in the calendar to aware students about their duties, responsibilities, and accountability. The community engagement collaboration programmes -Archana visit, PWS visit and ADART visit create an attitude of 'serve the society' and in-depth their duty as a teacher. planting trees, green home green village programme-distribution of saplings to 150 households, distribution of leaflets prepared by PSWS along with the saplings, regular follow up on the growth of plants, the online seminar on Integral family Farming helped to develop agricultural culture among the students. Their experiences as subeditors of book helped to grow research aptitude.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students	All of the above

Teachers Employers Alumni   Practice Teaching Schools/TEI

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

67

2.1.1.1 - Number of students enrolled during the year

67

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

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

`10`

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

`10`

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

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

`00`

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

`00`

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

2.2 - Honoring Student Diversity

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

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The college conducts entry level test for identifying different learning need of students in terms of professional education programme. The assessment is done as part of the orientation programme offered in the first week after admission. The teaching aptitude, professional interest, learning readiness, positive attitude, etc are being tested through the entry level test. The list of student are given to the concerned mentor teachers along with their brief biodata and the mentors and class teachers orient them as per their different learning needs. Different training according to their interest are given althrough the year. Training programmes are arranged to them like, NET, SET, CTET/KTET, etc. In addition to that the provisions for student publications, extension programmes, research studies including small projects, cultural activities, etc are given to the students.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:5

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Various teaching learning techniques are adopted for ensuring participatory and student centered learning. Problem solving method, Consequence analysis (for example - peace value model) model of teaching, etc are employed for teaching topics related to pollution, sustainable development, healthy food habits, energy conservation, environmental protection, life style diseases, etc. We provide computer classes both theory and practicals to all our students. Models of Teaching such as: Concept Attainment Model, Inquiry Training Model, Advance Organizer Model, Jurisprudential Inquiry Model, Synectics Model, etc. are applied in teaching different subjects. Cooperative learning technique is also employed in the classes.

- Brain Storming
- Buzz Session
- Seminar presentation
- Assignment
- Project
- Problem solving
- Discussion
- Group work
- Web based learning
- E-learning
- Video lessons
- Multi-media learning
- Action research
- Supervised study
- Individualised Laboratory method
- Debate
- Role play

- **Co-operative learning**
- **Collaborative learning**
- **Demonstration method**
- **Interdisciplinary method**
- **Field trip**
- **Individual interaction and guidelines**
- **Encouraging to raise questions in the class**
- **Lecture cum discussion method**
- **Brain storming, co-operative learning**
- **Small group discussion**
- **Seminars, projects, PPT presentations by students,**
- **Test paper**
- **News board maintaining (mathematical news)**
- **Self-note preparation**
- **Practice to use new technology**
- **Correlation method**
- **Concept mapping**
- **Mind Mapping**
- **Story Boarding**
- **Slip writing**
- **Fish bone method**
- **Nature calendar and Exhibitions**

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

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	NA
Any other relevant information	View File

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

121

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sites.google.com/stcte.ac.in/stcteli brarypala/e-resources?authuser=0
Any other relevant information	View File

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

Continual mentoring is provided by all teachers. At the time of admission, the detailed biodata of all the students are collected. After preliminary analysis of the personal and academic details, the

students are allotted to teachers for mentoring. Five students are allotted to each teacher according to the nature, attitude, and special needs of the students. Students individually meet the teachers and share their concerns, difficulties and stress. The time allotted for students to meet the teachers are; morning before the class and evening after the class. The teachers and students work in teams also. The student diversity are catered, for e.g. when selecting the elective courses, selecting the project areas, considering the students with special needs, etc are taken care off by the mentors. The details of mentoring especially with respect to the students need special care will be informed to other colleagues and the head of the institution. When the stress with respect to homework and other academic/non-academic work in the institution, the mentor teachers give help, care and concern. The mentor teachers give details of the recent developments in education - policies, programmes and innovations - and life to their concerned mentees.

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

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

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

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

To develop creativity, innovativeness, like skills and values the students are given special orientation. Gifted students are given additional activities such as conducting seminars, quiz programmes, social surveys, and literacy classes. They undertake innovative projects and assignments and publish their compendium. These works are published in the book form as well as in the e-form in blogs and websites. We give special training for blog designing, web posting, etc. We regularly conduct tutorial classes for students based on their needs. Creative projects, Seminar presentations, paper presentations and publications, etc are specially given.

The differently abled students (visually impaired) are trained in the use of JAWS software specially designed for the visually impaired. The Screen Reader software included in Ubundu system is made available for these students. Innovative methods such as models of teaching, co-operative learning, brain storming, buzz sessions, brain trust, dialogue method, blog based learning strategies, etc. are practised in the institution. Teacher trainees are trained in the use of models of teaching like; concept attainment model, advance organizer model, jurisprudential inquiry model, synectics, inquiry training model, value analysis model, peace value model, etc. All B.Ed and M.Ed students undertake projects, surveys and studies.

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

2.4 - Competency and Skill Development

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

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

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	**Eight /Nine of the above**

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	**All of the above**

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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

Four of the above

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

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

All of the above

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

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

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

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

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

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 head of the institution directly contact the nearby schools for internship programme. The teacher trainee's preference list will be collected and students are allotted accordingly. The orientation for school principals/headmasters/teachers are given by the principal of the college and the subject teachers. All teachers give orientation to students going for internship and the general instructions and details of the internship and school practices are given by the principal of the college. Due to covid 19 pandemic special orientation was given for all students regarding the online classes to be conducted as per government rules and instructions, Special schedule were given to the online classes in the internship. The assessment of students performance were done using online apps and resources due to covid 19 pandemic. All the internship practices including the school activities were completed according to the government and university rules. 20 schools were selected for internship programme. The variety schools such as; government, aided, boys schools, girls schools, co-education schools, rural schools etc are selected for internship programme. The teacher trainees got variety of exposure in these schools.

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

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

50

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

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

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

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

The College adopts effective monitoring mechanisms during internship programme conducted in 19 schools. All the teacher trainees took 50 classes in schoolsubjects, 2 value education, 2 language across curriculum classes,8 health,physical education andyoga classes, 2 art education, one class on adolescent problemsand actively involved in all the school based activities in terms of PTA meetings, mentoring, organising school assembly, etc. The student teachers supervision diary is given to all teacher trainees and they write their responses after each class as a self evaluation process, the

peer evaluation is done and noted in the diary, the teachers of the school and the mentoring teacher of the teacher education institution is also evaluating the class and responses will be noted in the supervision diary. Also the headmaster/principal of the school also evaluate the classes and note their comments. And the teachers and the head of the institution of the schools give effective feedback to the concerned subject teachers and college principal regarding the internship classes of the teacher trainees. So the evaluation of the teacher trainees are done as self, peer, teacher educators, school teachers, school principal and the college principal.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

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

2.5 - Teacher Profile and Quality

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

20

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

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

18

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

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

143

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

143

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

All the full time permanent teachers of the college are Ph.D holders and 3 members of faculty are research guides. The teachers publish papers in national and international journals. The teachers attend the professional development programmes both online and offline. The college conducted seminars/workshops on National Education Policy 2020. The faculty of the college are acting as resource persons for various discussion on NEP 2020. In house discussions on current developments such as National Education Policy 2020, UGC Regulations 2018, Income Tax Calculation, UGC Career Advancement Scheme were conducted. In every staff meeting the academic discussions were conducted. In collaboration with other higher education institutions the college organised seminar on NEP 2020 and Intellectual Property Rights.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The internal assessment in the college is done at theory (practicum)and practical. The internal evaluation of theory course with 5 credits the marks/score is 10 each for internal test and practicum and for the 3 credit courses the marks/score is 5 each for internal test and practicum respectively. A detailed report of the practicum is to be prepared by each student teacher for each course. It is being evaluated by the teacher educator using rubrics. The internal evaluation of practical course will be done by means of appropriate instruments and suitable criteria designed and developed

by teacher educators. For example,A project on socially/educationally relevant issue, the internal assessment scheme(the criteria are: relevance of the topic = 2 marks, creativity/novelty =4 marks, procedure adopted= 3 marks, timely submission = 1 mars - Total 10 marks) follows very specific rubric/criteria. For semester I to IV, the marks allotted are 160, 220, 540, 340 respectively. There is a balance between the internal assessment of the theory and practicals.

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

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

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

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

As per the direction from Government of Kerala and Mahatma Gandhi University from time to time, the college formed a Students

Grievances Redressal Committee. The grievance redressal mechanisms is effectively functioning in the institution. It functions at teacher level, principal level and university level. The internal mark is published and after getting responses from students it is discussed and modifications are done. The grievance redressal for staff, students and the ethical committee also functions in the college. The grievance box is kept in a visible place to put the grievances in the box. And it is taken in every month and actions will be taken. The internal assessment procedure is transparent and marks are given as per the directions from the affiliating university. The details and functions of the different grievance redressal mechanisms are given in the college calendar and handbook. The handbook is given to all the students and staff in the first week of the beginning of the academic year

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

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

The academic calendar is prepared and given to all students within one week of the commencement of the courses. Also the curriculum for B.Ed and M.Ed programs are given. The internal evaluation procedure along with the marks/scores/grades are given in these documents. The internal evaluation is done accordingly as per the schedule pre-determined. The internal evaluation is done through surveys/projects/assignments/practical-practicum works, extra curricular activities, examination for internal assessment, etc. The marks/score/grades are published for responses and comments from the students. There is provision for teacher level, head of the institution level and university level grievance redressal mechanism on internal evaluation. The academic calendar and handbook, curriculum, etc are given in the college website also.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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 PLOs and CLOs are well listed and published in the website of the college in terms of program outcomes and course outcomes. These are prepared based on the university curriculum and the vision and mission of the institution. The outcomes of all the courses are specially considered. The classroom activities and .co-curricular activities are planned and implemented as per the pre-planned outcomes. The evaluation process is also aligned with the expected outcomes. The rubrics for evaluation including, teaching competency, projects, seminars, all internal evaluation process, activities of the internship school, etc are prepared and strictly followed. The teacher trainees' portfolios, reflective journals, reports, etc are in tune with PLOs and CLOs already listed. The evaluation on curriculum, activities, etc are done and the members of the Board of Studies from the college intimate all the concerns regarding the curriculum process to the university. The examination question papers and evaluation scheme for all other activities are in tune with the stated PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students is assessed through internal tests, projects, surveys, co-curricular activities, etc. The stated PLOs and CLOs are monitored in every semesters. Training for Micro-teaching skills, Link Practice and discussion lessons help the progressive performance of trainees in teaching competencies. During school internship program all the trainees are given chance for self evaluation, peer evaluation, evaluation of the teacher educators, school teachers and principals. This ensure the progressive performance of students in the professional and personal attributes. During the last semester, the community living camp and educations tour enables the trainees to organise and co-ordinate such activities. The PLOs and the CLOs listed are in tune with the vision and mission of the institution. After completing the selected program, the teacher trainees acquire the needed professional and personal attributes.

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

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

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

The assessment of the teaching competencies during the internship, criticism classes, micro-teaching and link practice sessions reflects that the students have increased their level of teaching competencies. Related to action research, projects and social survey, the capacity of the teacher trainees have increased in terms of research. The training given for students in counselling and mentoring enables them to take counselling and mentoring services in the internship schools. Also the students performed their competencies for women empowerment through JAGRATHA and counselling competencies through a programme called SPARSAM, rejuvenating the young minds through adolescent counselling during the covid era. The extension activities of the college enabled the trainees to took initiatives of care and share, spending time with the inmates of the pycho-social rehabilitation centres, etc. Over all the trainees developed their academic, emotional, social and psychological competencies through the activities and training given in the college. The various activities conducted for the nearby schools like NIRAKKOOTT, shows their competency to conduct programmes and help the society and schools.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://stcte.ac.in/students-satisfaction-survey/

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	One of the above

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

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

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

3.2 - Research Publications

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

0

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

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

1

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

3.3 - Outreach Activities

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

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

4

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

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

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

226

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

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

980

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

50

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

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

As part of sensitising students to social issues and contribute to community development, our college took an initiative in collaboration with Archana Women's Centre, Ettumanoor to start a webinar series 'Jagratha' consisting of 50 classes on various socially relevant topics. The plan period of the programme was one year starting from January 2021 to January 2022 by considering all Saturdays for the class. The focus group for the webinar series were village women from Kottayam, Idukki and Ernakulam districts. Our college envisaged a programme 'sparsham' for the students of standard I-XII, their parents and local guardians with an aim to invigorate the children during COVID times and post-COVID life. A

capacity building programme on climate education and curriculum development was conducted in association with Bring Back Green Foundation. A detailed curriculum was prepared on the theme selected. For nurturing environmental consciousness among students our college took an initiative named 'Green outfir' and conducted creative programmes that would encourage sustainable living . 'Post covid Vigilance' is a programme initiated in our college for making pupil more conscious towards covid pandemic. Keeping in view the impact of Covid-19 , its reasons, guidelines given by medical organisations an awareness brochure was prepared by the students.

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

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

4

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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	**Three/Four of the above**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The management of St Thomas College of Teacher Education has always concentrated on providing the optimum facilities for the teaching-learning process for achieving academic excellence. Staff, students, PTA, and Alumni are also striving for the holistic development of the institution. The classrooms, library facilities, laboratories, auditorium, sports facilities, seminar hall, etc are adequate in numbers and are well equipped as per NCTE guidelines.

The physical facility comprises:

- The built up area of the college building is 4187.22 Sq. Mt. spread over four blocks.
- 16 well-furnished spacious classrooms with ICT facilities.
- Fully automated library with adequate books, journals & periodicals, theses, CDs, SPSS software, subscription of N-List, Digital Library Reprographic facilities etc.
- Well-equipped Laboratory facilities are available for enriching student's teaching-learning experience
- 100 Mbps internet connectivity with different wi-fi access points
- Multi-Purpose Gym for boys and girls with the facility for Tread Mill, Weight sets, Stationary bicycle, ab king pro, crossbar, peg teg, leg curl, bench press etc.
- Space for indoor games like Chess, Carroms, Table Tennis. In addition, facilities for outdoor games like Volleyball, Shuttle Badminton, Cricket, Football, Handball, Javelin, Shotput, Discus throw, etc.
- Facility for Yoga with 50 yoga mats
- Separate hostel facilities are available for ladies and gents.

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

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

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

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://stcte.ac.in/infrastructure/
Any other relevant information	**No File Uploaded**

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

Rs.21,82,539/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

We automated our library in 2001. Now we are migrating existing library automation software CampusNet ERP College Library software

to Koha software because of a server problem that occurred during the Covid lockdown period. The CampusNET ERP Library automation software is designed according to CCF and keeps the standards of ISO 2709. We implemented this software in our college with the facilities of Barcoding of books, OPAC, Circulation, Journals management, Reports etc. Our new software, Koha is suitable and compatible with several international library standards, such as MARC21, UNIMARC,ISO 2709, Z39.50, SRU/SRW, RSS, etc.KOHA is an Integrated Library Management System, which is designed to work on Linux operating system having the features of Cataloguing, Acquisition, OPAC, Report Generation, Serial Management, Barcode printing etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://sites.google.com/stcte.ac.in/stcteli brarypala/home
Any other relevant information	No File Uploaded

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

NIL

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

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

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

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

0.13828 Lakhs

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

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

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

258

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

Our institution has always kept pace with the academic development using ICT facilities with free wi-fi access within the campus. We are adding new technological facilities when there is a need related to technological growth by using available funds.From 2000 onwards college has a well-established computer lab, multimedia lab, and digital library with networked computers, free wi-fi access in the library, labs, classrooms, auditorium, office Visualizer, colour and

black and white networked printers, LCD Projectors, Interactive Boards, White Boards, and Green Boards. UPS and Inverter are available in the Computer Lab, Library, Auditorium, and office. These facilities are helpful for Student Teachers and Teacher Educators in their academic activities. Regular classroom teaching is easier and more comprehensive using LCD and LED Projectors and Interactive Boards, which enhances the effectiveness of classroom instruction and learning. We equipped all the classrooms with computers and LCD Projectors. M.Ed. Students use computers and other technologies throughout their coursework. They use SPSS for analyzing and interpreting the data collected for their thesis. The college has bought SPSS Licensed software for 10 computers and has installed them in the library.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

10.77026

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

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

The college adopted appropriate policies and procedures for optimal allocation and utilization of the available financial resources for the maintenance of infrastructure facilities. The policy is revised in accordance with the infrastructural & technological developments

and the statutory requirements. The well-established policies are being implemented in the institution under the guidance of Governing Council. The institution has well furnished, spacious, and excellent infrastructure facilities as per NCTE, UGC, and Government and University norms for the holistic development of the faculty and students. Facilities are sufficient to satisfy all the academic, co-curricular, and extracurricular activities of the institution, which are upgraded and maintained on a regular basis. The first priority of the management and faculty of the college is the overall development of the stakeholders by upholding the Vision and Mission of the institution. All the facilities of the college are utilized very well for all academic activities. The primary focus of the infrastructure policy of the college is to arrange and manage adequate infrastructure facilities for the smooth conduct of classes, cultural, academic, and extension activities.The college has well-maintained ICT-enabled classrooms, Seminar Hall, Computer lab, Wi-fi facility, networked printing facility, Visualizer, Printers in Library and Office, LCD Projectors, Interactive Boards, Whiteboards, and Green Boards

File Description	Documents
Appropriate link(s) on the institutional website	https://stcte.ac.in/iqac-policies/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Seven/Eight of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
23	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

5

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

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

35

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The student council actively involved in the following activities

Republic Day Celebration;

4 Feb, 2021 – Google meet – MG University - MOOC – Organic Farming – Orientation for MOOC coordinators – Dr. Sunu Austin – Coordinator;

9 – 15 Feb, 2021 – Educational Community Living Camp;

9 - 15 Feb, 2021 - Arts fest , sports competitions (minor);

15 Feb, 2021 – Merit Day, Valedictory of Community Living Camp, Release of College magazine – Digital Version;

23 Feb , 2021 to 23 Feb, 2022 -Year long Webinar series - ;

23 Feb, 2021 ---- Sports Day --- Field events; 25/02/21;

26 Feb, 2021; 27 /02/21 - Art – Dama Workshop – B.Ed. Sem 1; 03/03/21 - B.Ed. Juniors – Talents' Day - Science Day 26 feb -(Science Club); Poster and photography competitions held ; 8 March 2021 – Women's Day celebration; 3, 4, 5 March 2021 - Talents' Day ; 9- 03- 21 – Youth Empowerment Programme - (Alumni Assoc and Lion's Club);

15 March – College Day and Official Sendoff of Dr. PP Shajimon and blessing of the renovated office room / Principal's office; 26 March at 8 pm to 27 March 11 pm.

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

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

35

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

5.4 - Alumni Engagement

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

An Alumni Association functions in the college. A life membership fee is collected from the members. It provides opportunities for the old students to keep in touch with the institution. the members can render valuable service to the institution as resource persons in conducting various curricular and co-curricular programmes. The Alumni Association also publishes 'Gurusameeksha' a newsletter magazine every year. T he annual general body meeting of alumni association is conducted on second saturday of March every year. The Principal is the Patron of the Association as well as the Treasurer of the association. The Patron of the Association executes his/her powers and responsibilities in consultation and guidance of the

Patron of the college i.e. the Bishop of Palai and the Manager of the college.

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

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

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

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

4

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

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

The following activites were conducted during theacademic year.

Green Community Project

The Alumni association Sponsored 'Calendar 2021' and vegetable seeds for 2020-22 batch students.

Youth Empowerment Programme

The Alumni association organised a seminar on 'New Gen. Teacher' on 9th March 2021 in association with Lions Club of Pala Metro. Ln. Adv. Benny Kurian (International trainer) was the resource person.

The 22nd Annual General Body Meeting of the Alumni Association of St. Thomas College of Teacher Education, Pala was held on 13th March 2021 at 4.00 p.m. in the virtual platform. H.E. Mar Joseph Srampickal (Bishop of Eparchy of Great Britain & Alumni 1991-1992 B.Ed. Batch) was the Chief guest of the meeting. Dr. T.C. Thankachan welcomed the gathering. Shri. P. Krishnakumar presided over the function.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of the college is guided by its vision .The college upholds quality in its governing principles. The college follows a decentralised and participative management in its governance . The

college involves all its stakeholders – faculty, staff, students, parents, alumni, and the immediate or local community in its decision taking bodies.

The strategic plans are framed keeping in mind the vision of the college. They call for activities and experiences that will enable development of its students teachers as noble professionals, service minded individuals, and models for the future generation. The plans include academic innovations, extension – social service, research outputs, excellence in arts and sports events, spiritual animation of faculty and students, also updating of professional expertise of faculty, development of eco friendly attitude among student teachers, etc.

The college has various academic, administrative and student support committees with representation from students, faculty, staff, management, local self-government bodies, PTA, alumni, etc. to take decisions regarding implementation of the plans set at the beginning of each academic year.

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

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 college Trust and the governing body meet at the outset of each academic year. The general plan for the academic year is discussed and suggestions are put forth.The college Principal and the IQAC are entrusted the implementation of the suggestions.

The college IQAC meets anddiscusses the plan of the governing body, and proposes the qualitative initiatives – academic and administrative to be carried out in the new academic year.

Next , the faculty and staff meet under the guidance of the

principal. The members have a detailed discussion of the various academic - scholastic and co scholastic programmes as prescribed by the syllabus for each semester, reviews the constitution of the various committees and clubs and make the necessary revisions, additions and changes in the constitution of its members - faculty and staff.

The duties of each committee / club - new initiatives to be done are discussed and decisions are taken - these are noted in the staff meetings minutes -

This is followed by the meeting of each committee/ club - plan for the year is prepared -

This is followed by the timely conduct of the events - scholastic and co scholastic

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

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

The college strives to maintain transparency in all its functions.

Financial - Internal and external audits are carried out - Internal audit is done by the audit team assigned duty by the Management every year.

External audit is carried out by the Deputy Director of Collegiate Education on retirement of the Principal and Head of the College Administrative Office

Academic - Results of the internal assessment of the theory courses of every semester are published in the college notice board as per the directions of the university. Students can submit their grievances if any regarding the allotment of marks to the college coordinator or the principal.

Scholarships – The candidates for scholarship , the best student award are selected on based on definite criteria and interview.

The college has grievance redressal cells for both the staff and students. The cell members take up the grievances reported and do the necessary actions.

Administrative – The office files regarding appointment of staff and faculty, admission fee, attendance, scholarships, caution deposits, conduct of examination, salary acquittance, professional tax, etc. are updated regularly.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

The college aims at developing competent and committed teachers for service in the emerging world scenario of education. The B.Ed. curriculum though reviewed and revised at regular intervals falls short of the changing needs of the times. The college bridges the gaps in the curriculum with value added courses. The courses have been specially designed to meet the current developments . The college offers several value-added courses. Each year new courses are added to its list. This year two new courses were added to the existing ones, namely, Online Assessment Tools and Media Literacy. The courses were introduced keeping in view the needs of the digital - online teaching and learning situation induced by the COVID pandemic. The syllabi of the courses were designed by the faculty of the college. This year seven courses were offered. Three courses were conducted during the vacation period- during the month of April 2021 - in the online mode. Others were conducted on weekly basis throughout the year. The courses were of 30 hours duration each with theory and practical sessions. The attendance of the students was ensured. Exams were conducted at the end of the course and certificates distributed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://stcte.ac.in/wp-content/uploads/2022/04/strategic-plan-of-action-and-outcomes-2020-2021.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Service Rules, Procedures, Recruitment and Promotion Policies:

Service rules and procedures are guided by the Mahatma Gandhi University,the affiliating university, the UGC regulations, the NCTE norms,and the rules of the Kerala State Government as amended from time to time in this regard.

The college has well defined policies which guide its academic and administrative functioning. The college has a well chalked out higher education policy which is based on the education policy of the Palai diocese. The diocesan policy is mete out in every aspect of the functioning of the college – admission, appointment of faculty and staff, code of ethics of faculty , staff and students , conduct of scholastic and co scholastic events, research, social extension programmes, charity , maintenance of campus, waste management, etc. The governing body monitors the running of the college. It meets once a year and as and when needed. The patron of the college is briefed about all the events at college by the principal.

The IQAC chalks out the plan of action for each academic year. It guides and ensures the quality of all the initiatives of the college.

File Description	Documents
Link to organogram on the institutional website	https://stcte.ac.in/wp-content/uploads/2022/04/organogram_2022.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

Decision andAction taken

Governing body

8/06/2020 –Appointment of Prof. Jose P. Mattam and Dr. Sr. Ancel Maria, governing body members, as the audit team for the AAA (2019-2020)

- **Report submitted - 08/10/2020**

College Trust

20/01/2021 – Evaluate the construction under RUSA funding. Apply for

building permit with the local body.

- Verified the documents to be submitted for seeking construction permit in the meeting held on 7/10/21.

IQAC

12/1/2020 - Prepare an Action plan for Vocational Education Nai Talim Experiential Learning (VENTEL).

- Plan was presented in the meeting held on 10/12/2020.

Staff meeting

31/03/2021 – Conduct of Online SSR preparation discussion meetings – April and May- vacation time

- SSR discussions were conducted online. Findings reviewed in the meeting held on 15/05/2021.

Alumni Association

24/02/2021 – Conduct annual general body meeting on 13 March, in online mode due to COVID protocol.

- Meeting conducted online on 13 March, 2021 - The new office bearers elected - report of - presented in the executive meeting on 19/03/2021

Students' Union

08/02/2021 – Conduct the annual sports day -release the digital college magazine

- The annual sports meet - conducted on 23 February 2021
- The digital college magazine released on 9 March, 2021

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

6.3 - Faculty Empowerment Strategies

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

The college is a member of the St. Thomas Collge Staff Co-operative Society, run by a board whose members are from three colleges of the Diocesan Educational Agency. The major functions of the society includes granting of loans, accepting deposits and conducting group deposit and credit schemes.The staff cooperative society was established to extend financial support to its members and also to develop a sense of cooperation among the its members.The faculty and staff of the college are members of the society. One of the faculty is a Board member. The society provides various financial assistance to its members such as - housing loans, educational loans for wards of the members, vehicle loans, etc. The members can also have deposits in the society. The society also awards scholarship to meritorious students (class 10, 12). It also gifts the members annually with useful items as incentives. The society offers four types of membership - Class A - permanent members, Class B - Retired employees, Class C - For any persons for the purpose of receiving deposits. Class D - for different heads of institutions, departments and hostels. The members of the different classes are eligible for loans with different limits.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<u>View File</u>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<u>View File</u>
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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	View File
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.

03

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

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

06

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

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

The college has a performance appraisal system for its faculty and staff. The performance appraisal is done at the end of each academic year. The college has designed the proforma for the same. The faculty and the staff fill in the proforma for appraisal and submit it to the principal. The principal verifies and adds comments to the data provided.The comments are conveyed to the respective faculty and staff. The members are asked to make the necessary modifications and improvement in their work.

The performance appraisal of each year of the faculty is consolidated at the time of submission of application for promotion from one grade to another.

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

6.4 - Financial Management and Resource Mobilization

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

Internal and external audits of financial transactions of the college are carried out regularly.Internal audit is carried out by

the mangement. The management assigns a qualified auditor to carry out the internal audit every year.

External audit is carried out by the department of the Deputy Director of Collegiate Education on the occasion of the retirement of the Principal and Head of the College Administrative Office.

Internal audits are carried out on the retirement of the faculty before proceeding with the pension papers.

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

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

00

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

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

The institution has no strategy for mobilisation of funds.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
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 institution ensures quality through a systematic procedure. The Governing Body of the institution meets annually and reviews the academic and administrative status. The principal briefs the members about the activities. The body offers suggestions and directions to the principal and the IQAC to implement. The IQAC meets every quarter to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The IQAC plays a key role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The various committees, cells and clubs comprising faculty, staff, students, members of the PTA, and the Alumni implement the directions of the IQAC and report the feedback.

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

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

The IQAC meets every quarter and or at the beginning of every semester to plan the academic schedule for each semester. It reviews the status at the end of each semester. The IQAC ensures the smooth conduct of:

- **Classes and preparation for university end semester exams**

- **Internship programmes**
- **Model exam examination for all courses in all semesters**
- **Continuous evaluation comprising of internal tests, practicum, assignments, and seminar presentations**
- **Publication of internal marks, and timely publication of results**
- **Providing learning materials, soft and hard copies**
- **Timely Redressal of students' grievances**
- **Ensuring Attendance**
- **Mentoring for all students**
- **Feedback on teachers by students**
- **Annual Academic and Administrative Audit – feedback – implement the suggestions**
- **Self-appraisal by faculty**

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

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

15

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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	**Four of the above**

of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stcte.ac.in/wp-content/uploads/2022/04/iqac_minutes_2020_21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://stcte.ac.in/iqac/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

The major recommendations of the NAAC team at the previous accreditation were as follows:

  1. **Enter MoUs with eminent institutions to collaborate at academic levels**

The college has now MoUs with the following institutions

  1. **Universiti of Malaya (Malaysia) (From -06/04/2019- For a period of 3 years)**
  2. **Asian Institute of Medicine Science and Technology(AIMST**

University, Bedong, Malaysia) (From-06/04/2019- For a period of 3 years)
3. Geneva Business School, Geneva(Switzerland) (From -06/04/2019- For a period of 3 years)
4. Marian College, Kuttikanam (From-17/01/2020- For a period of 5 years)
5. St. Joseph's College of Education, Mysuru (From -26/06/2020 - For a period of 3 years)
6. Yuvakshetra Institute of Management Studies, Pallakad (From-18/12/2020 - For a period of 3 years)

1. Initiate Value-Added Courses

Value-Added Courses as short term certificate courses are offered by the institution to bridge the gap between the academic and professional needs of the students. These courses are conducted during semester breaks or vacation days. The courses are :

1. Adolescent Counselling
2. Human Rights
3. Aerobics
4. Yogic Practices
5. Values and Peace
6. Media and Information Literacy
7. Diabetes Care Education
8. Pro-Active Gender Responsibility
9. Online Assessment Tools
10. Bottle Art

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our college gives foremost importance toenergy conservation in

following ways

1. By conserving energy by switching off the fans and lights when not required.
2. The institution is on its path towards 100% LED lights.
3. Most student sessions and classes happen during daytime thereby reducing the need for artificial lighting and saving electricity.
4. The college reduces the energy usage and contributes to energy through good insulation of all gadgets
5. Teachers also sensitise students towards optimal use of available resources- avoiding waste of water and electricity.
6. Most of the electrical equipment in college are based on new technology and modern gadgets with improved energy efficiency certification, to save electricity.
7. Overhead projectors, computers and smart boards are unplugged when not in use. This simple way to conserve energy helps save a large amount of power and money in the long run.

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

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

Solid Waste Management

In solid waste management we stress on three R's i.e., Reduce, Reuse and Recycle.

The college campus is a plastic free campus.

Dust bins are provided throughout the campus. Throwing the waste anywhere is strictly prohibited. Use of plastic bags is discouraged within the college premises. Our college adopts a zero waste management policy.

Liquid waste Management

Well constructed drainage system leading to the closed collection tanks are regularly cleaned to avoid stagnation of water. The local municipality regularly monitors and maintains the drainage system of

the college.

To ensure that waste management is performed in accordance with all waste legislative requirements, including the duty of care and to plan for future legislative changes and to mitigate their effects. The local municipality collects the waste gathered and stored by the college. A Green Protocol Samithi functions in the college. All students are members of the Samithi. Cleaning of the college campus is carried out regularly under the auspices of the Samithi.

The institution has a waste management Policy. The objectives of this policy are:

To minimize waste generation at source and facilitate repair, reuse and recycling over the disposal of wastes in a cost effective manner.

To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.

To promote environmental awareness in order to increase and encourage waste minimisation, reuse and recycling.

To promote holistic approach of waste management in the campus.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

- **The institution strives to keep its environment both safe and healthy. The classrooms are spacious enough. There is no overcrowding. The hallways, entryways and areas with high foot traffic are cleaned everyday. Bathrooms and classrooms are daily cleaned . Activity rooms that the students use only a few times a week are cleaned at regular intervals.**
- **Classrooms are well-ventilated and there is access to natural daylight.**
- **Students enjoy adequate seating facilities with desks and benches of appropriate size for adult students.**
- **The entire college premise is kept neat. No paper waste is littered any where.**
- **The clean working environment helps productivity and improve**

the students' and teachers' mood and reduces the number of absences.
- There is inceration facility for disposing of sanitary napkins and paper waste.

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

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

Three of the above

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

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

Rs. 5500/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
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 makes use of every opportunity to effectively utilise the available local resources.

- **The college is situated in semi urban area, with agriculture as the main source of income of the locals. Most of the students too belong to an agrarian background. The college capitalises the rich knowledge of the local farming community. Since it was lockdown days the programmes were conducted in online mode. A webinar on 'Integrated Family Farming' ,with members of the local farming society as resource persons, was conducted to familiarise the student teachers with organic farming.**
- **A webinar on 'World Cancer Day' was conducted with the doctorof the local hospital as the chief resource person.**
- **A weeklong webinar series,'Jagratha 2020' was conducted in November 2020, in association with Archana Women's Centre, a local NGO. Eminent resource persons from the local community were roped in for each day's talk. A yearlong National Webinar series – Jagratha 2021 – 2022 was started in January 2021 in the same line.**

- **A webinar on 'Interaction between 'X' and 'Y' Generation was conducted – student teachers had an online interaction with the elders in the society.**

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
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	**B. Any 3 of the above**

Conduct are organized

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

I. Title of the Practice – SPARSHAM

2. Objectives of Practice-

- **To revitalize life of pupil during COVID 19 Pandemic..**

3. The context

The COVID-19 pandemic brought a complex array of challenges which had mental health repercussions for everyone, including children and adolescents.

4. The Practice

A team of well-trained 125 certified teacher trainees and teachers are counsellors

5. Evidence of Success

Students and parents benefitted

6. Problems Encountered and Resources Required

- Diffidence on the part of parents to open up on their problems
- Qualified counsellors

7. Notes: Instilled a fellow feeling for the needy in the society

II. Title of the Practice: Jagratha 2021 – National webinar series for empowering rural women

2. Objectives of Practice

- To empower rural women

3. The Context

Sensitisation of rural women

4. The Practice

A yearlong National webinar series - A joint initiative of Archana Women's Centre, Ettumanoor and St Thomas College of Teacher Education, Pala. The seminar was conducted on Saturday afternoons / evenings.

5. Evidence of Success

- Feedback from the participants

6. Problems Encountered and Resources Required

Qualified Resource persons – more participation on the part of rural women

Notes: Student teachers got a first-hand experience of the problems faced by rural women, home makers, etc.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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

MoU and Faculty Sharing Programmes

The college has MoUs with prestigious institutions.

Faculty sharing at State and International levels.

26 /06/2020 - MoU with St. Joseph's College of Education, Mysuru, Karnataka

Programmes - National webinar with faculty and students of both colleges as resource persons.

18 /12/ 2020 - MoU with Yuvakshetra Institute of Management (YIM), Palakkad

Programmes- A two-day educational field trip to the YIM, Palakkad , 26 ,27 March 2021

- Release of a book written by faculty and students of both colleges
- An online training programme - B.Ed. students, 28 May 2021 - by Rev. Dr. Joseph Olikkalkoonal, YIMS, Palakkad.

Faculty sharing programmes, online mode, international level

- 27 /05/ 2021 - Prof. Patric Eke Eya, Deputy Vice Chancellor, Academic Nahoral Open University of Nygeria (NOUN) - talk on, 'Education and teacher'
- 29 /05/ 2021 - Dr. Aliyu Yaya Aliyu, Dept. of Curriculum & Instructional Technology , Federal College of Education, Kano , Nigeria - talk on, 'Professionalization of Teaching'

Faculty sharing - State level

26 /05/ 2021 - Dr. Alex George (Asst. Professor, STCTE, Pala) and Mrs. Rajini Alex, Asst. Professor, Centre for Professional and Advanced Studies ,Erattupetta, took classes on the topic, 'Cognitive Process and Creativity'

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File