YEARLY STATUS REPORT - 2021-2022

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) drtcthanks@gmail.com

- Alternate Email ID iqacpala@gmail.com

- Address B.T. Road

- City/Town Pala

- State/UT Kerala

- Pin Code 686575

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Co-education

- Location Semi-Urban

- Financial Status   **UGC 2f and 12(B)**

- Name of the Affiliating University   **Mahathma Gandhi University, Kottayam**

- Name of the IQAC Co-ordinator/Director   **Dr. 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/2023/10/aqar_2020_21.pdf

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://stcte.ac.in/wp-content/uploads/2023/08/academic-calendar-2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**Four Star**	**nill**	**2000**	**17/04/2000**	**16/04/2000**
Cycle 2	**A**	**Institutional score 92**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 3	**A**	**3.32**	**2014**	**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   4

- 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 MoUs with 4 new institutions • SNM Training College, Moothakunnam - 23/7/21 • Trinity College, Jalandhar - 21/8/2021 St. Joseph's College of Education for Women, Ernakulam - 14/5/22 • Don Bosco Arts and Science College, Angadikadav 14/5/22 Faculty sharing programmes, webinars on various topics, book publication were done in collaboration with the existing MoU partnering institutions.

An orientation to SSR preparation was conducted for the faculty and staff. Dr. Sony Kuriakose, Nirmala College, Muvattupuzha, delivered a talk on various aspects of SSR preparation.

Jagratha 2021 – A yearlong National Webinar Series in collaboration with Archana Women's Centre , Ettumanoor started in January 2021 is progressing with webinars being held every week. The resource persons included student teachers and faculty of the college.

Free online coaching for teacher eligibility tests (KTET, NET) were conducted for students of the college. The resource persons included the faculty and members of the alumni. Students of other colleges also attended the programme with minimal fees.

A Staff welfare fund was created from the contributions of the faculty to provide an incentive to attend FDPs, workshops, seminars,etc.

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. Maintaining high standards in scholastic and co scholastic areas	Excellent performance of B.Ed. and M.Ed. students at university exams --Hundred percent pass for B.Ed.and M.Ed.; including university ranks. Several students participated and won laurels at university level Arts and Sports Fests. The college team was selected for the best innovative idea at the State Level Evaluation of the Young Innovators Programme (YIP) 2021, organized by the Kerala Development and Innovation Strategic Council (K-DISC).
2. Sustaining existing MoUs with reputed institutions and sign MoUs with more institutions of excellence	Conducted academic events in collaboration with the institutions • Faculty sharing programmes at International levels: Dr. Bernedette U Cornelius (University of Calabar, Nigeria) and Dr. TC Thankachan -02/06/2021 • Faculty exchange programme at State level – Dr. Alex George and Dr. Bisni P.S.(SNM Moothakunnam) - 11/8/2021 Dr. Sr. Mary Thomas and Ms. Saritha VK - 1/09/2021 • In collaboration with Association of International Researchers of Indian Origin

	(AIRIO) Workshop series on educational research -in collaboration with AIRIO started -19 June 2021 (day 1) • Webinar – Intellectual Property Rights – in Association with AIRIO – 23 June 2021 – Aswathy G Krishnan - , Lecturer, Dept. of Law, University of Kerala STCTE & Yuvakshetra Institute of Management Studies, Pallakkad • A Webinar – Network Resources and Services for Academic Fraternity – Reading Club of the college and Yuvakshetra Institute of Management Studies, Palakkad was conducted on 26 June 2021 STCTE & St. Joseph's College of Education, Mysuru • A workshop on OBS Studio , You Tube Management , 'Leading Edge', was conducted in collaboration with St. Joseph's College of Education, Mysuru, Karnataka on 30 July 2021 Trinity College , Jalandhar, Punjab & STCTE An edited book on NEP 2020- several faculty contributed List of institutions with which new MOUs signed SNM Training College, Moothakunnam - 23/7/21 Trinity College, Jalandhar - 21/8/2021 St. Joseph's College of Education for Women, Ernakulam - 14/5/22 Don Bosco Arts and Science College , Angadikadav 14/7/22
3. Implement proposals of NEP 2020	Promotion of Mother tongue -On July 24, 2021, the College organized an event called Shresht Malayalam, a webinar series aimed at promoting the love for the Malayalam language. Additionally, during the vacation period, student

	teachers initiated an innovative project called Nirakoot, which involved enhancing the aesthetic appeal of local school buildings by painting beautiful artwork and displaying letters of the Malayalam and English alphabets. Furthermore, student teachers distributed booklets, posters, and other educational materials on the Malayalam alphabet to young school children during their internship period.
4. Establishing collaboration with local school, community – engaging in activities that develop social awareness and commitment towards society among faculty and students	• The college organized blood donation programmes in collaboration with local blood donation forums, conducted seminar on blood donation, the alumni organized various competitions for school children, collaborated with local NGO for webinars on rural women empowerment - Launched a 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. Several of students and faculty were resource persons for the webinar • Local resource persons from – Lion's club of Pala, local police, anti drugs cell, doctors of local hospital ,etc conducted classes for students • Faculty were resource persons at various programmes organised by local schools and colleges • Student teachers were resource persons at webinars organised by local NGO 'NIRAKOOT'- student teachers spent their two months of vacation to beautify local

	primary schools – the venture won accolades from various sections of the society and the local and STATE level administration
5. Encourage research culture among faculty and students	• The college applied with its affiliated university for research centre and three of its faculty members applied for research guideship • College brings out its biannual educational journal - faculty and students publish their research articles in it • Faculty and students collaborate in research paper preparation, presentation, and publication in other institutions • Edited books were brought out by faculty with several students contributing their articles to it • A year long Workshop series on educational research was conducted in collaboration with Association of International Researchers of Indian Origin (AIRIO) • The college collaborated in the conduct of an International online workshop on 'Academic Writing and Communication Skills, Research Methodology, Reference Management, and Academic Publishing was _ from 23 November to 31 December 2021.
6. Apply for Research centre – research guideship for faculty	The college applied for research centre under its affiliated university; three of the faculty applied for research guideship
7. Equipping student teachers for the profession by helping them clear teacher eligibility tests at various levels – TET, SET, NET	The college conducted online coaching classes for TET/SET/NET aspirants from 7 August to 17 Sept. 2021; the resource persons included members of the faculty

	and alumni. The faculty provide guidance and orientation towards clearing TET, SET and NET; students engage in collaborative efforts to prepare learning materials for the various Teacher Eligibility Tests.
8. Augmenting infrastructure with the support of RUSA funds	The college building was renovated using the RUSA funds. Received sanction for construction of new block from local authorities .
9. Harnessing local, community, alumni resources for the smooth functioning of the scholastic and co scholastic activities	The alumni : • contributed to TET/SET/NET coaching by providing resource persons • the fund raised by way of registration fee of online coaching was contributed to the college library. • oriented the new students towards the teaching profession through interaction with the new students. • Organised competitions for high school students
https://stcte.ac.in/strategic-plan-of-action-outcomes/	Nil

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	10/12/2022

14. Whether institutional data submitted to AISHE

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)	**drtcthanks@gmail.com**
• Alternate Email ID	**iqacpala@gmail.com**
• Address	**B.T. Road**
• City/Town	**Pala**
• State/UT	**Kerala**
• Pin Code	**686575**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Semi-Urban**
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	Kottayam
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3.Website address	https://stcte.ac.in/
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https://stcte.ac.in/strategic-plan-of-action-outcomes/	Nil

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	10/12/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	12/01/2023

15.Multidisciplinary / interdisciplinary

The institution is an affilated and government aided one. The matter has been placed before the governing body and the IQAC. Necessary steps will be taken based on the decisions taken in the meetings of the respective bodies.

16.Academic bank of credits (ABC):

The institution is an affilated and government aided one. The matter has been placed before the governing body and the IQAC. Necessary steps will be taken based on the decisions taken the government policy and that of the university.

17.Skill development:

The institution being a teacher educaton institution has as its primary objective shaping the skills of prospective teachers. Development of teaching skills receives prime focus in the teacher education programme. The curriculum and syallbus are specially designed for the development of the allround personality of the future teachers. They engage in several activities involving curricular and co-curricular experiences. Also the instituion strives to nurture the social, emotional and psychmotor skils of its students.

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

As the institution is an affiliated one , the curriculum is decided by the affiliating university. The college has no freedom in designing the curriculum.

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

The institution is an affilated and government aided one. The matter has been placed before the governing body and the IQAC. Necessary steps will be taken based on the decisions taken by the government and that of the university.

20.Distance education/online education:

At present the instituion offers no online courses. It has plans to do so in near future.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**137**

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:	**64**

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

2.5Number of graduating students during the year	**64**

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

2.6	**76**

Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**Rs 51,63,734**
4.2 Total number of computers on campus for academic purposes	**95**

3.Teacher

5.1 Number of full-time teachers during the year:	**19**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**0**

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 with its entire staff, takes responsibility for implementing the university-designed curriculum. The IQAC devises guidelines right at the outset of each year. Faculty members, under the principal's guidance, reviews the activities of the previous year, form committees, and create timetables, handbooks, and calendars. The calendar committee prepares a comprehensive schedule, including important days, exams, holidays, and other

activities. The freshers of the college are oriented to the new programme , the college and its goals. Regular staff meetings and open discussions ensure smooth functioning. The IQAC and faculty meet at semesters' start and during emergencies. Clubs and committees also plan activities periodically. Informal meetings address resource use, problem-solving, and discipline. Updates and decisions are conveyed through notices and WhatsApp messages. Key topics covered in meetings are yearly planning, academic schedules, exams, events, accreditation preparation, and staff felicitations and promotions.

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 schools Employers Experts Students Alumni	**A. All of the above**

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

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

6

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

2

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

2

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

49

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

49

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

5

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

5

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 B Ed and M Ed programme curriculum comprises three broader areas:

a) Perspectives in education, encompassing learner studies, contemporary studies, and educational studies.

b) Curriculum and pedagogic studies.

c) Engagement with the field, focusing on professional capacities, teacher sensibilities, and skills.

Student teachers gain practical experiences through various activities such as microteaching, link practice, discussion lessons, demonstration classes, and criticism lessons. They also prepare E-content and teaching manuals, while optional subjects like health, physical education, Yoga, drama, and art are included. The students develop essential tools and evaluation methods, delve into digital resources, and conduct action research and case studies. Additionally, they learn to analyze and interpret data obtained from administering tests and evaluation tools.

During the internship, student teachers conduct curricular and cocurricular activities and provide remediation. They also receive training in preparing improvised aids, first aid, aerobics, and Yoga, and apply personalized instructional methods. These experiences enhance their practical teaching skills.

Furthermore, keeping reflective journals and portfolios fosters metacognition among student teachers. Engaging in extension activities like interacting with the local community and providing counseling services helps develop interpersonal skills. Cultural programs, club activities, value education classes, and the observance of important days and festivals nurture collaboration skills and social and emotional intelligence. These activities contribute to upholding societal values and a fundamental understanding of the field of teacher education.

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 incorporate both theoretical components and practical elements to provide students with a comprehensive understanding of the National Curricular Framework (NCF) and Kerala State Curriculum Framework (KCF). Additionally, students are exposed to various school systems, including ICSE, CBSE, and State boards, to gain insights into their unique approaches.

The curriculum also includes academic modules that focus on different assessment systems implemented in schools. During their internship, students are required to conduct in-depth studies of

the assessment practices prevalent in the school system they are working with. This hands-on experience allows them to develop a practical understanding of assessment methodologies.

The college values interactions with its alumni, as these sessions provide students with valuable information about the diverse school systems in India and abroad. Furthermore, the college's IQAC organized a talk specifically for final year students, shedding light on the CBSE and ICSE school boards, as well as the education system of the Republic of Maldives.

In summary, the B.Ed. and M.Ed. programs at the college are designed to offer a well-balanced education that combines theoretical knowledge with practical exposure, enabling students to be well-prepared and competent educators in various educational settings.

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

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

Encouraging teachers to conduct a SWOT analysis can provide valuable insights into their strengths, weaknesses, opportunities, and threats, enabling them to strategize and enhance their competencies in their specialized areas. The guidelines and support offered for reviewing journals, engaging in projects, and preparing research articles serve as effective means of staying updated in their fields and fostering continuous professional development. The institution's practice of prominently displaying a code of ethics for teachers in each classroom and incorporating it into the calendar plays a pivotal role in familiarizing students with their responsibilities, duties, and accountability. Participating in community engagement collaboration programs like Archana visit, PWS visit, and ADART visit instills a sense of

social responsibility and reinforces the teacher's commitment to serving society. Initiatives like tree planting and the green home green village program, where saplings and leaflets are distributed to households, demonstrate a genuine concern for environmental sustainability. Regular follow-up on the growth of plants further reinforces this commitment. Additionally, the online seminar on Integral family Farming helps students develop an agricultural culture and an appreciation for sustainable farming practices. The Nirakoot project was a means to develop creativity of student teachers. This increase the sensitivity towards the needs of young learners. The experience taught the student teachers how to make teaching learning a joyful activity.

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

1.4 - Feedback System

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

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	Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

76

2.1.1.1 - Number of students enrolled during the year

76

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	**No File Uploaded**

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

11

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

11

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

At the time of admission the head of the institution personally ask/interview the students who join the teacher education program regarding their readiness to undergo teacher education program. During the induction and bridge course, the concerned teachers

collect information regarding different learning needs. 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 students 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 although 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. Also the students have chance to select their associate elective course, membership in clubs, Young Innovators Program (YIP), etc

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

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

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

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

1:10

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.

Problem solving method, Consequence analysis (for example - value analysis models and 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.

The sessions like; Brain Storming, Buzz Session, Seminar, 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, Interdisciplinary method, Field trip, Individual interaction and guidelines, Encouraging to raise questions in the class, Lecture cum discussion method, co-operative learning, Small group discussion, PPT, Test paper, News board maintaining (mathematical news), Practice to use new technology, Correlation method, Concept mapping, Mind Mapping, Story Boarding, Slip writing, Fish bone method, Nature calendar and Exhibitions, etc are used.

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	View File

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	**Nil**
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

136

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	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/stcte librarypala/e-resources?authuser=0
Any other relevant information	No File Uploaded

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

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	No File Uploaded

2.4 - Competency and Skill Development

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

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

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 situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	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	**All of the above**

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

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

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

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

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

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	[View File](#)

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	No File Uploaded

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

initiative and commitment Extent of job readiness	

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

2.5 - Teacher Profile and Quality

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

19

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	View File

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

17

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

145

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

145

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 B.Ed program of the college are Ph.D holders. Except one faculty pursing research from the M.Ed program are Ph.D holders. 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/teachers participated in various seminars on NEP 2020 and Intellectual Property Right sand national seminar on Restoration of Ecosystem-Role of teachers.

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

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 mark- 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. During internship, the concernd subject teachers visit the schools and evaluate the trainees. Also peer evalaution, evaluation by the school teachers, school head of the institution and college principal is also done.

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	View File

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

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

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

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	*View File*

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 and is published in the college website.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. Also in the curriculum, the details, rubrics and formalities of the internal evaluation is given. The internal evaluation score/marks is published in the college notice board.

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. Also in

every aspects and levels of evaluation including internship, extension activities, practicals, internal assessment, etc the stated PLOs and CLOs are checked and evaluated.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 byteacher educators, school teachers and principals. This ensures 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

64

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

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

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	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://stcte.ac.in/wp-content/uploads/2023/07/student-satisfaction-survey-2021-22.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

3.2 - Research Publications

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

0

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

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

9

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

9

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

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

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

125

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	View File

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

7

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

125

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.

'Nirakkoot 2022" with the tagline 'Adding colours to life" is an extension programme under the aegis of second year B.Ed. student-teachers (2020-2022). As part of Nirakkoot 2022, the student-teachers painted several school, created vegetable gardens and exquisite flower gardens, cleaned the school premises etc.by effectively utilising their valuable vacation time. The initiative received wide spread appreciation from the local administration and general public and also received awards from the Kerala State Education Minister, local MLA, MP, the Vice Chancellor, Mahatma Gandhi university, the PTA of local schools. The college continues its extension programmes 'Jagratha' -a webinar series, which was

started in collaboration with Archana Women's Centre, and also 'sparsham' - counselling for the students of standard I-XII and their parents with an aim to invigorate the children duringpost-COVID life. This year the college organized a mega blood donation camp and 15 of our students donated blood.Every Wednesday our students bring an extra lunchand give it to Mariasadanam- a nonprofit charitable organisationand hence promote vision of social service . The college lends a helping hand to cancer patients among its members (staff ,faculty, students, and immediate relatives of the aforementioned) by way of funds for treatment.

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	[View File](#)

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	[View File](#)

3.4 - Collaboration and Linkages

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

5

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

7

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

11

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	**Five/Six of the above**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

St. Thomas College of Teacher Education is always providing a comfortable and encouraging learning environment for the M.Ed., B.Ed., and D.El. Ed. Programmes. The management's commitment to excellence in teacher education and creating state-of-the-art infrastructure for the holistic development of our institution is unwavering. The Campus is well-maintained with a lush green layout with an area of 1.15 acres and a total built-up area for teaching and learning facility of 44,646.24 sq. ft. spread over four blocks which are sufficient to accommodate more than 300 students. Our college is facilitated with a sufficient number of classrooms, Laboratories, and a library which are well furnished, ventilated, and spacious with ICT facilities. High-speed free Wi-Fi connectivity, a separate multipurpose gym for ladies and gents, a space for indoor games and yoga, separate hostel facilities, a seminar hall, an auditorium, etc. are appropriate to meet the needs of curricular and extracurricular activities of students. The library is automated with Koha software and well-stocked with the latest books, magazines, and journals related to the field of education. With a highly experienced and qualified faculty, the college provides excellent educational opportunities to its students.

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. 20,01,498

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

4.2 - Library as a Learning Resource

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

We start library automation of the college in 2001 with partial automation with locally developed software namely Libsoft. In 2005 we change this software to a more advanced one i.e. CampusNet ERP College Library Software. Due to server issues found during the Covid Lockdown period again migrated to KOHA open source library software. Koha is a popular open-source Integrated Library System (ILS) that provides a wide range of features to automate and manage library operations. Some of the key features of Koha software include cataloguing, circulation, patron management, Online Public Access Catalogue (OPAC), Acquisitions, Serial Management, Reports, Statistics, Customization etc.

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

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	**No File Uploaded**
Any other relevant information	View File

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

1.023 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

454

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	One of the above

as gifts to College

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

STCTE Pala has consistently maintained its ICT facilities to provide students and faculty with a conducive learning environment. The availability of computer labs, multimedia labs, a digital library, free Wi-Fi access, audio-visual equipment, and networked printing facilities demonstrates the institution's commitment to integrating technology into education and supporting the academic pursuits of its members. Students, faculty, and staff can easily connect their personal devices to the college network and access the internet from various locations such as the library, labs, classrooms, auditorium, and office spaces. LCD projectors, interactive boards, whiteboards, green boards etc available in the institution allow instructors to deliver multimedia-rich presentations effectively. The integration of such equipment promotes interactive learning, visual aids, and dynamic teaching methodologies. The college provides both colour and black-and-white networked printers to cater to the printing needs of students and faculty. The networked printers are easily accessible from various locations within the college premises. This ensures users can conveniently print their assignments, research papers, and other documents. We have installed the SPSS software on ten computers in the library. Faculty and M.Ed. students can utilize the software for their data analysis requirements.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
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	One of the above

File Description	Documents
Data as per Data Template	[View File]()
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**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)

`Rs. 1,61,082/-`

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

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

The college has implemented appropriate policies and procedures to ensure optimal allocation and utilization of financial resources for maintaining infrastructure facilities. These policies are regularly revised to keep up with infrastructural and technological developments as well as statutory requirements. The Governing Council provides guidance for the effective implementation of these well-established policies. The institution boasts well-furnished, spacious, and excellent infrastructure facilities that align with the norms set by NCTE, UGC, and the Government and University standards. These facilities cater to the holistic development of both faculty and students, satisfying all academic, co-curricular, and extracurricular activities. The institution is trying to ensure regular upgrades and maintenance of these facilities in functioning condition. The college's management and faculty prioritize the overall development of stakeholders while upholding the institution's Vision and Mission. All the infrastructure facilities are utilized very well for all academic activities. The primary focus of the college's infrastructure policy is to arrange and manage adequate facilities that facilitate the smooth conduct of classes, cultural, academic, and extension activities. The college prides itself on its well-maintained ICT-enabled classrooms, Seminar Hall, Computer lab, Wi-Fi facility, networked printing facility, Visualizer, Automated Library and Digital Library, LCD Projectors, Interactive Boards, Whiteboards, and Green Boards. These facilities collectively contribute to an enriching and dynamic learning environment.

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	No File Uploaded
Photographs with date and caption for each initiative	View File
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	No File Uploaded
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)	Two 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
27	**58**

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).

11

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)

22

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

Report of College Activities 21-22

18/08/2021

Onam Celebration

" Ghosha 2k22"

Welcome - Sojo John

Message - Sri. M J Thomas(Principal D.El.Ed)

Programmes

Felicitations: Dr. T M Molykkutty(HOD M.Ed)

Dr. Pratheesh Abraham(Staff advisor)

Sri.Jayakumar P V(PTA President)

Vote of thanks - Steffy Tom

Programmes

- **Onakkalavara**

- **Onappookkala malsaram**

- **Pattonam**

- **Meet Manga Mannan**

- **Ponnona Sefie Malsaram**

The Blood donors day was observed on 14th June 2021 by conducting an online webinar named 'Life Drops" under the leadership of Health & Red Ribbon club.Pala Blood forum head Mr. Shibu Thekkemattam led the webinar.

The international day to recognize and respect the practice of yoga , our college uploaded a video of Yoga asanas of teachers and students under the leadership of Health club. Dr. Sunil Thomas gave the message of the day.

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

5

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Annual Report of the Alumni Association of St. Thomas College of Teacher Education, Pala, Kottayam, Kerala (Reg. No. KTM/TC/370/2020) for the Academic year 2021-2022

Alumni Association is a registered association

- **Executive meeting**

The executive meetings were held on 19.03.2021 and 17.02.2022

Activity 1

As part of Independence Day celebrations, conducted an All Kerala Malayalam Elocution competition in collaboration with the Oratory Club, St. Thomas College of Teacher Education, Pala for H.S. Students was held on 24th August 2021. The Ever-rolling trophy was sponsored by P. Krishnakumar.

Winners

First: Rs.1501, Certificate & Ever Rolling Trophy:

Ms.Aileen Maria Viji

(St. Joseph English medium School, Keezhoor)

Second: Rs. 1001& Certificate

Ms. Soja K.S.(SRV N.S.S. School, Chirakadavu)

Third: Rs. 751 & Certificate

Mr. Jeffin Jojo (St. Jeromes HSS Vellayamkudy, Kattappana)

Activity 2: Promo Video Making Competition

A promo video making competition was held for the students of the college and former students. The winners were awarded cash prizes.

First: Rs.2000 & Certificate

Dency John (English Education)

Second: Rs. 1500& Certificate

Bhanupriya R & James Mathew (N.S. Education)

Third: Rs.1000 & Certificate

Snehamol Jayakumar (Mathematics Education)

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	View File

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

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

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

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	View File

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

Annual Report of the Alumni Association of St. Thomas College of Teacher Education, Pala, Kottayam, Kerala (Reg. No. KTM/TC/370/2020) for the Academic year 2021-2022

President

:

Shri. P.Krishnakumar

Vice President

:

Shri. Punnoose George

Joint Secretary

:

Ms. Kamala Bai K

Executive Members

:

Shri. Prakash M. Vettom

:

Dr. Mathews Thelly

:

Fr. Jose Puzhakkara

:

Shri. Joseph K.K.

:

Shri. S. M. Edward Joseph

:

Shri. George Joseph

:

Shri. C. Thomas Menamparambil

:

Smt. Sreedevi Pradeep

:

Shri. P.V. Jayakumar

:

Dr. Jose James

:

Shri. Joffy J. Njavallil

:

Smt. Annu K. Jose

Elected Auditor

:

Mr. Sreeresh D., Assistant professor of Commerce, BAM College, Thuruthikkad, Pathanamthitta.

Treasurer of the Association is the Principal St. Thomas College of Teacher Education, Pala

Secretary of the Association is a teaching staff of St. Thomas College of Teacher Education, Pala

- Executive meeting

The executive meetings were held on 19.03.2021 and 17.02.2022 As part of Independence Day celebrations, conducted an All Kerala Malayalam Elocution competition i for H.S. Students was held on 24th August 2021.

Mementos were presented to the Kerala TET/ SET/C-TET/ NET winners of B.Ed.2019-21 Batch Students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

At the college, governance is driven by its vision and a commitment to upholding quality. To acheive this, the colleg follows a decentralized and participative apporach to management. All stakeholders including staffs, students, parents, alumini and the local community are involved in the decision making process. The college's strategic plans align with its vision and aims to foster so the development of students and teachers are exemplary professionals, service oriented individuals and role models for future generations. Theseplans includes academic innovation, social service and community outreach, research exellence, arts andsports events, spiritual development for both faculty and students, professional development opportunites for faculty and promoting eco-friendly attitudes among student teachers. The college have several commities made up of students, faculty, staff, management, local government bodies, PTA and alumini to oversee the implementation of these plans 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	[View File](#)

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

At the beginning of each academic year, the College, Trust and Governing body convene to discuss and make suggestions for the upcoming year. The responsibility for implementing these suggestions falls upon the college Principal and IQAC. The IQAC then needs to review these suggestions made by the governing body and proposes qualitative initiatives, both academic and administrative, for the new academic year. Under the guidance of the Principal, the faculty and staff convene to discuss the various academic and co-scholastic programs prescribed by the syllabus for each semester. They also review the constituiton of various committees and clubs and make necessary revisions, additions and changes to their membership. During these meetings, the duties of each committee and club are discussed, and decisions are made, which are recorded in the minutes of the staff meetings. Finally, each committee and club meet to prepare a plan for the year, and timely conduct of both scholastic and co-scholastic events follow. Overall, a collaborative effort is made to ensure a successful academic year.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

Financial Transparency: The College undertakes both internal and external audits to ensure that its financial transactions are transparent. In 04/07/2022an internal audit was carriedout by Nambiar and Thomas, Chartered Accountants, who were assigned by the management. Although no external audit was conducted , the college remains committed to ensuring complete financial transparency.

Grievance Redressal Cells:. These cells serve as a platform for students and staff to voice their concerns and grievances Nogrievances were reported during the last academic year, which is a testament to the effectiveness of these cells.

Internal Assessment: The college publishes the results of internal assessments for every semester on its notice board, as per the directions of the University. This helps ensure transparency in the evaluation process .

Scholarships and Awards: The college selects candidates for scholarships and awards based on well defined criteria whichensures that the selectionprocess is transparent

Internal Academic and Administrative Audit(AAA): An audit is conductedto ensure that all its academic and administrative processes are functioning effectively. The audit is conducted by a team appointed by the governing body and the report is submitted to the college management.

Administrative Transparency: Itmaintains updated office files related to staff and faculty appointments, admission fees, attendance, scholarships, caution deposits, examination conduct, salary acquittance, professional tax, etc. These files are submitted to both internal and external audits to ensure complete transparency.

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

A total of four members of the faculty and the alumni association conducted the coaching classes for student teachers. The classes were held online in the evening, from 7:30 PM to 9:00 PM, spanning from August 7, 2021, to September 17, 2021. The objective was to

assist students in clearing teacher eligibility tests (TET), State Eligibility Tests (SET), and National Eligibility Tests (NET) at various levels. The college successfully organized K-TET, SET, and NET coaching not only for its own students but also for others seeking guidance.

Approximately 54 students attended the coaching sessions, where online tests were conducted at regular intervals to monitor their progress. Additionally, feedback was collected from the students to address their specific requirements. As a result of the coaching, a significant number of students successfully cleared the TET exam.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://stcte.ac.in/strategic-plan-of-action-outcomes/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Service Rules, Procedures, Recruitment and Promotion Policies:Service rules and procedures are guided by the Mahatma Gandhi University, the affiliating University,UGC regulations, the NCTE norms and the rules of the State Governmentas 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 Pala diocese. The diocesan policy is met out in every aspect of the functioning of the college-admission,appoinment of faculty and staff, code of ethics of faculty, staff and students, conduct of scholastic and coscholastic events, research, social extension programmes, charity, maintenance of campus, waste management etc. the governing body monitors tne 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.

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.

Governing body - 26/08/2022 – The college should make preparations for the inspection of the research centre by the university expert team

ATR -10/12/2022)– The university team visited the college on 27 August, 2022.

College Trust - 7/10/2021 – Quality assessment of college hostel has to be done

ATR – 19/5/2022 - Quality assessment was done

IQAC - 01/10/2021- The college should apply for research centre ,

members of the faculty should apply for guideship

ATR - 16/12/2021 -The college and the faculty are getting ready to apply for research centre and guideship under Mahatma Gandhi university.

Staff Meeting -01/08/2021- Demonstration and Criticism classes would be conducted in online mode

ATR – 14/8/ 2021 - Demonstration and Criticism and induction programme was conducted in online mode

PTA – 11/01/2022 – The expense of guest faculty (Fine Arts) would be met by the PTA

ATR – 14/01/2022 – The expenses of the salary of guest faculty was met by the PTA

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

ATR - 19 /03/2021 - 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- 10/08/2021 – Decided to conduct Onam celebration on 18/08/2021- prepared a programme

ATR 28/08/2021 – Onam was celebrated on 18/ 08/2021 with a variety of programmes, such as Onapookala malsaram, Onakalavara, Pattonam, etc.

English Club - 16/12/2021 - Inaugurated the club

ATR -26/11/2021-Conducted debate on 'Brain Drain'

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

Staff Welfare Fund

A Staff Welfare fund account was opened with the Canara Bank on 29/11/2021.The faculty contributed an amount of Rs.20,000 to initiate the fund. This fund would be utilised to extend financial support to buy gifts, pay fees to attend seminars, workshops, FDPs, short term courses, online courses,etc.

St. Thomas College is affiliated with the St. Thomas College Staff Co-operative Society, which is governed by a board consisting of representatives from three colleges under the Diocesan Educational Agency. This society primarily focuses on providing financial services . Its main objectives are to offer financial support and foster a spirit of cooperation among the faculty and staff of the college.

Membership in the society is open to all faculty and staff members, and one faculty member serves as a board member, representing the college. The society offers a range of financial assistance to its members.Members are also able to make deposits with the society to save and earn interest.

In addition to financial services, the society recognizes and supports academic excellence by awarding scholarships to outstanding students in classes 10 and 12.

The society has four different membership categories:

1. Class A: Permanent members.

2. Class B: Retired employees.

3. Class C: Open to individuals specifically interested in deposit services.

4. Class D: Reserved for heads of institutions, departments, and hostels.

Each membership class has different loan limits and eligibility criteria based on their respective categories.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

02

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

04

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.

To ensure that the faculty and staff members at the college are performing to the best of their abilities, a performance appraisal system has been put in place.This system involves an annual evaluation process where each faculty and staff member completes a performa for appraisal. The completed proforma is then submitted to the principal for verification, and comments are added to the data provided.

After the comments have been added, they are shared with the respective faculty and staff members. These members are encouraged to make necessary improvemnts and modifications in their work.

The data collected through the annual appraisal system is used to evaluate faculty members performance at the time of their application for promotion from one grade to another. By consolidating the performance appraisal of each year, a comprehensive picture of the faculty members performance is obtained, which is used to make informed decisions about

promotion.

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 management. 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 Directoof 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.

Raised funds through the amount received as registration fees for TET coaching - contributed to college library - bought library books

Alunmi contributed an amount for the welfare of the students

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 employs a systematic approach to ensure quality. Annually, the Governing Body is convenedto assess both academic and administrative aspects. During this meeting, the principal

provides updates on the institution's activities. Valuable suggestions and guidance are offered by the Governing Body to the principal and the IQAC for implementation. The IQAC holds quarterly meetings to strategize, direct, execute, and evaluate teaching, research, and publication endeavors within the college. The IQAC's role is vital in upholding and improving the institution's quality, as it proposes enhancement measures. To execute these measures, various committees, cells, and clubs comprising faculty, staff, students, PTA members, and alumni collaborate and share their feedback as per the IQAC's directives.

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.

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

10

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stcte.ac.in/iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://stcte.ac.in/iqac-minutes-atr/
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	No File Uploaded
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 previousaccreditation were as follows: 1.Sign MoUs with institutions of academic excellence and conduct activities in collaboration with them.

MoUs with four institutions were signed during the year 2021-2022 -

• SNM Training College, Moothakunnam - 23/7/21 • Trinity College, Jalandhar - 21/8/2021 • St. Joseph's College of Education for Women, Ernakulam - 14/5/22 • Don Bosco Arts and Science College, Angadikadav 14/5/22

2. The college canteen facilities should be improved.

The canteen now provides light refreshment, especially coffee, tea and biscuits. A coffee vending machine was established in the canteen. The seating arrangements in the canteen were also improved. The canteen provides a quick relief to faculty and students. A member of the faculty is in charge of the canteen. Members of the staff attned to the needs of the students.

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 places a significant emphasis on energy conservation through various approaches:

1. Energy conservation is practiced by turning off fans and lights when they are not needed.
2. The institution is actively transitioning to 100% LED lighting for enhanced energy efficiency.
3. The majority of student sessions and classes are scheduled during daylight hours, minimizing the reliance on artificial lighting and reducing electricity consumption.
4. The college ensures efficient energy utilization by employing proper insulation for all devices and equipment.
5. Faculty members educate and sensitize students about responsible resource utilization, which includes avoiding unnecessary water and electricity wastage.
6. The college employs advanced technology and modern devices that carry improved energy efficiency certifications, resulting in electricity savings.
7. Electrical appliances such as overhead projectors, computers, and smart boards are disconnected when not in use. This straightforward approach significantly contributes to energy conservation, leading to substantial long-term savings in both power and financial resources.

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.

7.1.2 Managing Solid Waste in the realm of solid waste management: Our institution emphasis on the three principles often referred to as the three R's: Reduce, Reuse, and Recycle. Our college campus enforces a strict plastic-free policy, and we put waste bins in convenient places throughout the campus for proper disposal. It is strictly prohibited to discard waste in unauthorized areas, and the use of plastic bags within the college premises is strictly discouraged. Our college has embraced a comprehensive zero waste management strategy.

Management of Liquid Waste: Our institution has a well-constructed drainage system that directs liquid waste to closed collection tanks, which are routinely maintained to prevent water stagnation. A waste management policy is firmly established within the institution. The primary objectives of this policy encompass

ensuring compliance with all waste-related legal requirements, including the duty of caring the present as well as preparing for the future. We aim to minimize the generation of waste at its source and facilitate repair, reuse, and recycling as preferred options over mere disposal, all while maintaining cost-effectiveness. Roles and responsibilities are clearly delineated to facilitate the coordination of each facet of waste management. Environmental consciousness is actively promoted to encourage waste reduction, reuse, and recycling. Our goal is to foster a comprehensive and holistic approach to waste management on 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	No File Uploaded
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	One of the above

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

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

7.1.5 The institution is committed to maintaining a safe and healthy environment. The classrooms are sufficiently spacious, avoiding overcrowding. The traffic areas and entryways undergo daily cleaning, while bathrooms and classrooms receive regular maintenance. Activity rooms, utilized by students a few times a week, are also regularly cleaned. Ample, well-ventilated classrooms receive natural daylight. Students have suitable seating arrangements with appropriately sized desks and benches for adult learners. The college premises are consistently well-maintained, devoid of any paper waste litter. This pristine workspace enhances productivity, uplifts the mood of both students and teachers. Furthermore, the facility includes an incineration system for the disposal of sanitary napkins and paper waste.Top of Form

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

Rs 2500/-

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

7.1.8. To create wider public awareness of the need for regular, unpaid blood donation St. Thomas College of Teacher Education conducted blood donation camp on 01/12/2021.blood donation camp was organised in the joint venture of college Red Ribbon club, Marygiri Hospital Bharananganam, college health club and Pala Blood Forum. Programme was inaugurated by Mr. Shaju Jose, Dy.S.P of Pala.

Health club of St. Thomas College of teacher education observed world aids day on1 December 2021.

The club also observed world youth day on January 12 2022

associated with observation of this day an awareness class was organised on the topic of knowing and overcoming dementia. Mr. Sanchu Joseph (Kottayam Best Dementia care Director) was the resource person.

On 4 february 2022 world cancer day was also observed as part of club activities.

A webinar was conducted to create awareness among the students on how to prevent cancer. The class was lead by Mr. Harikrishnan V.

Webinar was conducted in accordance with the observation of world obesity day on march 4 2022. Changed lifestyles and obesity among adolescents by Mrs.Anjali Elizabeth Xaviour

A national webinar series "Jagratha" conducted by St. Thomas college of teacher education in collaboration with Archana women's centre Ettumanoor. Webinar was inaugurated by Mrs. Thressiamma Mathew Co Ordinator and director of Archan Womens centre. They conducted classes in online mode on every Saturdays. Some of them are:

1. On 5th June 2021 in adolescent care lead by Dr. Alex George and Sri. Nevil George
2. On 12th June 2021covid and psychological issues

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

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

BEST PRACTICES

I. Title - Jagratha 2022

1.Objectives of Practice-

- **To sensitise student teachers to the current status of the society, needs of rural women and children**
- **To develop a sense of social responsibility**
- **To train student teachers in taking classes on socially relevant issues**

2. The Context

The college is situated in a semi urban area with the majority of the student communitybelonging to the rural community and middle class families. The college has as its moto upliftment of rural women and children.

3. The Practice

Joint initiative with Archana Women Centre, Ettumanoor for women

empowerment. Webinars conducted on Saturdays for a year.

4. Evidence of Success

The feedback received from the NGO and participants prove the success of the venture

5 . Problems Encountered and Resources Required

Network issues – Dearth of resource persons

II. Title - Coaching for teacher eligibility tests (KTET, SET, NET)

1. Objective of the practice:

- To assist student teachers to clear State and National level teacher eligibility tests

2. The context: Need to qualify teacher eligibility tests to secure teaching jobs

3. The Practice: Online coaching from 17th August 2021 to 17th September – resource persons- faculty and members of the alumni

4. Evidence of success – Good results – Number of students who cleared -

- K-TET-30 , CTET-17, SET-22, NET-5

5. Problem encountered and resources required

Finding enough time for conducting the classes, remuneration of experts outside the college community

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

Institutional Distinctiveness (2021-2022)

NIRAKKOOT

Nirakkoot 2022 , "Adding colours to life", an extension programme of second year B.Ed. student teachers (2020-22) was an outlet for the creative energy and service mentality of the student teachers. The objectives of Nirakkoot project were to create a learning environment through murals, to foster social commitment in students teachers, to make school attractive for young learners getting ready for school life and to give wings to student teachers' creativity. The student teachers beautified the local primary school classroom walls with attractive pictures of the English and Malayalam alphabets, cartoon characters, and attractive pictures to motivate students to school life and their mother tongue - Malayalam. Nirakoot was also an attempt of the college to implement the NEP 2020 proposal to promote mother tongue. The colourful letters of the mother tongue on the classroom walls were sure to instil the love of Malayalam among the young learners.

The student teachers at St. Thomas college of teacher education spent their vacation for the Nirakkoot project. Nirakoot also strengthened the companionship and togetherness of the students while engaging the group activities. The manager and auxiliary Bishop of Eparchy of Pala Mar Jacob Muriken blessed the programme with his esteemed presence and appreciated the students for their goodwill and talented artworks. The project Nirakkoot won the appreciation of the Education minister of Kerala, Vice chancellor Mahatma Gandhi university, local MP, and M.L.A. The project also won accolades from different schools, and local community.

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