



YEARLY STATUS REPORT - 2022-2023

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	Prof. Dr. Beenamma Mathew
• Designation	Professor
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04822216537
• Mobile No:	9447823393
• Registered e-mail ID (Principal)	rosemathewfcc@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/2024/03/aqar-2021-22.pdf																								
4.Whether Academic Calendar prepared during the year?	Yes																								
• if yes, whether it is uploaded in the Institutional website Web link:	https://stcte.ac.in/wp-content/uploads/2024/05/academic-calendar-2022-23.pdf																								
5.Accreditation Details																									
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Four Star</td> <td>Nil</td> <td>2000</td> <td>17/04/2004</td> <td>16/04/2005</td> </tr> <tr> <td>Cycle 2</td> <td>A+</td> <td>Institutional score 92</td> <td>2007</td> <td>31/03/2007</td> <td>30/03/2012</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>A</td> <td>3.32</td> <td>10/12/2014</td> <td>09/12/2019</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	Four Star	Nil	2000	17/04/2004	16/04/2005	Cycle 2	A+	Institutional score 92	2007	31/03/2007	30/03/2012	Cycle 3	A	A	3.32	10/12/2014	09/12/2019
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Cycle 2	A+	Institutional score 92	2007	31/03/2007	30/03/2012																				
Cycle 3	A	A	3.32	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/PMMMNTT etc.																									

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	00
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		04		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> Secured recognition of the College as research centre in Education under Mahatma Gandhi University, Promoted publication of Ph.D. theses of faculty Initiated an Aided NSS Unit of the college Facilitated participation in State Level Young Innovators Programme (YIP), organised by the Kerala Development and Innovation Strategic Council (K-DISC), and got selected for the best innovative idea at State Level - YIP 2021-2022 (Batch 2021-2023) Organised Faculty and Student sharing programmes with MoU partner SNM Training College Moothakunnam Anti -drug campaign under the auspices of Vimukthi Club, NSS, Sports and Red Ribbon Club 				
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		

<p>Excellence in academics and other areas</p>	<p>The college secured cent percent pass for B.Ed. students at the university exam ; including university ranks (2 first ranks 3 third ranks, and 1 eighth rank in various optional subjects at B.Ed. level). The M.Ed. final semester results are awaited. Several students won prizes at inter-collegiate arts and sports competitions. The college was selected for the second time in a row for the best innovative idea at the State Level Evaluation of the Young Innovators Programme (YIP) (2021- 2022), organised by the Kerala Development and Innovation Strategic Council(K-DISC)</p>
<p>Entering MoUs with new institutions Renewal of MoUs Organise programmes with MoU partners</p>	<p>An MoU was signed with St. Ann's College of Teacher Education, Secunderabad on 12-10-2022 The MoUs that were expiring the year were renewed. Faculty and student sharing programme with MoU partners were organised: Dr. Bindu David and Dr. Suneethi A.S. (SNM Training College, Moothakunnam) took classes for students of the colleges - 26 May 2023 • Minna Mary Tom (B.Ed. Social Science) and Nair KM Sumalakshmi (B.Ed. Social Science - St. Joseph's College of Teacher Education for Women) were the chief resource persons at the webinar conducted on 'Water Conservation Day' on 30 April 2023</p>
<p>Seeking recognition for research centre and research guideship</p>	<p>• 27/8/2022 - Inspection of Research Centre by University expert team • 03/11/2022 The college was recognised as</p>

	<p>research centre in education under Mahatma Gandhi university</p> <ul style="list-style-type: none"> • 23 /11/2022 Inauguration of the research centre • 01-03-2023 Commencement of the Course work of the first batch of Ph.D. aspirants
Fostering research culture	Publications of 7 members of the faculty including the College librarian published their Ph.D. theses
Augmenting infrastructure using RUSA funds	Construction of the new block is progressing
Extension - community engagement - sensitising to social needs - extending a venue for community programmes	<p>The college has been a venue and also offered its expertise and facilities for several community-based programmes. 18 June 2022 -Venue for SCERT Kerala project workshop - faculty were among the chief resource persons 10 -10 -2022 - A programme on youth- Interaction with youth - was conducted by the Good News Channel Programme 26-07-2022 - Inauguration of Samagra Sakhshara Pala Project - A Govt. of Kerala Project- Presided over by the Minister of Education, Kerala State 13/08/2022 Beautiful Minds An Innovative Programme for School Students Conducted was by the Civil Service Institute, Pala in collaboration with Pala Corporate Educational Agency and St. Thomas College of Teacher Education 29/09/2022 Mega Blood Donation Camp in collaboration with local hospital Marygiri Hospital, Bharnanganam 06/10/2023 Inauguration of Anti-drug campaign - NavaKerala Munettam 18, 21 and 27 October 2023 - Vimukthi Club community</p>

related programmes - Bodh Purnima - Anti Drug Karma Sena 29/10/2022 -Workshop on preparation of teaching Aids - Resource persons included Alumni of the college who are Faculty of Alphonsa High School, Wakkakad 10/11/ 2022 One-Day Research Colloquium in collaboration with Association of International Researchers of Indian Origin (AIRIO) 1 December 2022 - Penalty Shoot Out - Awareness of AIDS and Anti drug campaign - Vimukthi , Sports, Red Ribbon Club , St. Thomas HSS School Programmes under the auspices of NSS Observation of Human Rights Day on 10 December 2022 in the local town square 13 December 2022, 'Orange the World Campaign ' - 'Theme- Elimination of all kinds of violence against women and children - Women and Child Development Department hosted by the Women's Cell and NSS 20 December 2022 - Youth Empowerment Programme , Lions Club International -Seminar on Teachers as Career Guides, in association with NSS, Alumni units of the college 18/01/2023 - National Youth Day Celebration - Resource person - Talk by Medical Officer from local hospital 4/2/2023 - Alumni Association - All Kerala Speech Competition 9 March 2023 - Women's Day Celebrations - 'BAKE A CAKE' Women 's Cell and Department of B. Voc. Food Processing Technology , St. Thomas College , Pala 23 March 2023 - Seminar on Food Safety -Responsibility of Common Man, Resource person - Food Safety

	<p>Officer , KCFS Kerala Commissionerate of Food Safety, by NSS and Health Club 25 March 2023 - World Water Day - Observation - Cleaning of banks of local Meenachil river... Meenachil River Conservation Campaign, NSS, Health Club and Pala Municipality 06/05/2023 - Day 1 Jagratha - 2023 -National Webinar Series (Community Awareness Programme for Rural Women Empowerment) A joint initiative - Archana Women's Centre, Ettumanoor and the college - 27 /05/2023 - Day 2 Jagratha - 2023 -National Webinar Series (Community Awareness Programme for Rural Women Empowerment) A joint initiative - Archana Women's Centre, Ettumanoor and the college - The college offered financial help to Maria Sadan - A home for the homeless - A rehabilitation centre for psychiatric patients</p>
Preparing prospective teachers for clearing teacher eligibility tests	Conducted online coaching for NET, KTET
Initiation of NSS unit in the college	The Aided NSS Unit of the college was inaugurated on 02 December 2022
Harnessing the resources of the Alumni	<p>The alumni expertise was utilised for organizing coaching classes for prospective teachers clear teacher eligibility tests</p> <ul style="list-style-type: none"> • 12 September to 26 September 2022 UGC NET Online Coaching by faculty • 17 September to 15 October 2022 - KTET online coaching (Alumni and faculty resource persons)

13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Managing Council	18/11/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	15/03/2024
15. Multidisciplinary / interdisciplinary	
<p>The institution offers Value Added Courses in addition to the courses prescribed by the curriculum of the B.Ed. and M.Ed. programmes of the affiliating university. These courses provide the students with a choice to study courses which are closely aligned to the teacher education programme in which they have enrolled. They are of interdisciplinary nature. The Value Added Courses are based on the needs of the current times and they bridge the gap between the courses offered by the university curriculum and the changing needs of the times. Online Assessment Tools, Yogic Practices, Adolescent Counselling, Media and Literacy are a few of the courses offered by the college.</p>	
16. Academic bank of credits (ABC):	
<p>The college, being affiliated to the Mahatma Gandhi University, is awaiting the University's registration with ABC.</p>	
17. Skill development:	
<p>The institution ensures development of the skills of its students through its scholastic and co scholastic activities. The practicals and practicums provide the students with opportunity for hands on experience in the theoretical content that they are to study as part of the curriculum prescribed by the affiliating university. The skills are closely related to the teaching profession.</p>	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
<p>The institution promotes knowledge of Indian culture through the</p>	

curricular and cocurricular activities and observance of days of importance at college. The development of feeling of Indianness, unity and integrity and patriotism form the basis of all the activities at college.

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

The PLOs and CLOs of the B.Ed. and M.Ed. programmes are outcome based. OBE aims to prepare students for the real world by ensuring they achieve specific learning outcomes. It's a shift from content-focused instruction to outcome-driven education. The PLOs and CLOs focus on demonstrating knowledge and skills based on the required outcomes. It places learners at the center, emphasizing what they should know and be able to do by the end of a course or program. The OBE framework considers various skills, including life skills, basic skills, professional and vocational skills, intellectual skills, and interpersonal skills. It also chalks out the faculty roles as instructors, trainers, facilitators, and mentors, aligning with the targeted outcomes

20.Distance education/online education:

The institution has placed the matter in the governing body and the IQAC and plans to take the necessary steps based on the decisions taken in the meetings of the respective bodies. As the college is an affiliated institution it has limitations regarding major reforms in its programme. The Value Added Courses are transacted through both online and offline modes.

Extended Profile

1.Student

2.1	133
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	15
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	72
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	64
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	61
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	11,53,503
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	97
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	19
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	00
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institutional process of planning involves

1. IQAC meetings
2. In house curriculum planning committee meetings
3. Faculty meetings (M Ed faculty, B Ed faculty and Non-teaching Staff)
4. Programme specific (M Ed & B Ed) Staff meetings
5. Executive committee meetings of various committees clubs and associations

The institution follows a regular practice of planning for the new year, reviewing the previous year's performance based on feedback from teachers, students, teaching practice schools, and employers. Actions taken and their implementation are evaluated and adapted to the local context. In the first stage, the IQAC assesses the institution's performance in the last year, identifying achievements, areas for improvement, current challenges, and opportunities. The in-house curriculum planning committee then studies these factors in detail and develops an overall plan to move forward. Faculty meetings establish a master plan for the current semester, while separate staff meetings for each program prepare specific action plans for curriculum implementation.. These discussions encompass both curricular and co-curricular activities, as well as the best practices and distinctive features of the institution. The executive of each clubs associations and committee are meeting to do /arrange any activity. Academic audits conducted each year also aid in making informed decisions.

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	View File

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

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://stcte.ac.in/wp-content/uploads/2024/05/plo-clo.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

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

5

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

5

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

285

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

285

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

54

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

54

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.

B.Ed and M.Ed programs emphasize comprehensive theoretical knowledge

in education, covering philosophical, sociological, psychological, and technological aspects. Core courses delve into educational concepts, Indian constitution, recent trends, and curriculum design. Pedagogical courses enhance understanding through disciplinary dimensions, professional development, and practicum activities, fostering skilled educators.

B.Ed and M.Ed curricula emphasize practical application alongside theoretical knowledge. Activities like micro-teaching, link practice lessons, and discussions develop effective teaching strategies. Practicum sessions offer hands-on experiences in teaching, material preparation, field visits, and induction periods enhance procedural knowledge for teaching and classroom management.

B .Ed interns undergo a four-month secondary level internship, while M.Ed includes a 30-day internship at primary and secondary teacher education institutions. Interns conduct lessons, manage classrooms, address learning difficulties, employ flexible teaching techniques, create teaching aids, and mentor students. M.Ed trainees conduct classes and engage in various school activities, refining their competencies through practical experiences.

Practical components in B.Ed and M.Ed programs focus on nurturing emotional intelligence, critical thinking, negotiation, communication, and collaboration skills. Activities like community living camp, study tours, creative lesson planning, projects, dissertations, and engagement in various events aid in developing these competencies. Seminars, workshops, and outreach activities further enhance skill development.

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

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

perspective

The institution provides different chances to students to acquaint with diversities in school system. Discussing topics in the syllabus, interacting with alumni who are/were working in schools of different parts of India and abroad, doing practical's and practicums like prepare a report on major highlights of different disciplines in NCF/KCF, Analysis of prevailing assessment practices in schools, Educational journal review, Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine, Critical analysis of education policies of central and state government, Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards, Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation are some sources to familiarise diversity. The youth empowerment programme on 20 December enlightened the students with norms and standards of school system. The Seminar on National Education Policy 2020 at Mar Augusthiose College Ramapuram, on 17 June 2022, served as a valuable platform for students and educators to grasp the intricacies of the new policy. The Global Academic Carnival organized by Mahatma Gandhi University from January 17 to 19 fostered awareness about academic research programs, start-ups, and translational research among students.

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

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

The institution cultivates a proactive culture of self-assessment and forward planning among students, encouraging them to conduct SWOT analyses and develop their Vision and Mission statements. Through diverse experiences like community camps, study tours, projects, and research, students bridge theory with practice.

Communicative English classes and soft skills training prepare them for future challenges. Reflective journaling and portfolio development deepen understanding, nurturing critical thinking essential for success. Engagement with College, School, and Community-based practicals enriches professional capacities. Interactions with alumni and local educators, internships beyond teaching, and social activities foster national brotherhood and empathy. Training in Yoga, Aerobics, and counseling enhances interpersonal relationships. Access to MOOCs and self-study courses promotes confidence and initiative. Value-added and elective courses provide practical experiences in diverse education contexts. Beyond academics, involvement in various activities hones leadership and soft skills, shaping students into well-rounded professionals poised for societal impact.

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

All 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, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

61

2.1.1.1 - Number of students enrolled during the year

61

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

10

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

10

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

The college administers a test during the initial week of students' enrollment to pinpoint their unique learning requirements in professional education program. This test evaluates teaching abilities, professional interests, learning readiness, and maintaining a positive outlook. Mentor teachers receive a roster of

students along with brief backgrounds to assist them in tailoring guidance specific to each student's needs. Throughout the academic year, students participate in customized training sessions aligned with their individual interests, such as NET, SET, CTET/KTET preparations, and more. Additionally, students are offered opportunities for publishing their work, engaging in community outreach programs, conducting research (including smaller projects), and taking part in cultural activities. The college's aim is to provide tailored support and diverse opportunities to aid students in excelling both academically and socially during their college tenure.

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

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	View File

2.3 - Teaching- Learning Process

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

Teachers employ a diverse array of teaching methods, embracing

experiential learning, participative approaches, problem-solving techniques, brainstorming sessions, focused group discussions, online platforms, and more to enrich the learning experience. Experiential learning involves hands-on experiences to deepen understanding, while participative learning encourages active student involvement. Problem-solving methodologies cultivate critical thinking skills, and brainstorming fosters creative exploration of ideas. Focused group discussions enable focused exploration of topics, and the online mode facilitates access to vast resources and interactive learning. Each of these methods is carefully chosen to cater to the unique requirements of different courses, aiming to engage students effectively while enhancing their comprehension, critical thinking, and application abilities in various subject areas.*Brain Storming

* Buzz Session

*Seminar presentation

*Assignment

*Project

*Problem solving

*Discussion Group work

*Web based learning

*E-learning Video lessons

*Multi-media learning

*Action research

*Supervised study

*Individualised Laboratory method

*Debate

*Role play

*Co-operative learning

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

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

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

5

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

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year**48**

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

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

Five/Six of the above

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

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

Teachers engage in continual support for students, starting with gathering detailed information upon their arrival and assigning them

to mentors based on their individual profiles. Each mentor takes on five students, considering their unique characteristics and needs. This personalized approach allows students to have one-on-one discussions with mentors, either before or after classes, to address concerns and difficulties. Moreover, collaboration in group settings is encouraged between teachers and students.

Throughout this process, mentors ensure inclusivity by considering diverse needs when choosing courses and providing extra assistance to those who require it. They also share specific mentoring needs with colleagues and the institution's leadership, fostering a supportive environment. In times of academic or personal stress, mentors offer guidance and care, supporting students through various challenges.

Additionally, beyond academic assistance, mentors offer guidance in selecting Massive Open Online Courses (MOOCs) while being attentive to students' emotional and social needs. They assist in choosing suitable courses and address emotional challenges students may face, ensuring a holistic approach to mentoring that supports students both academically and personally. This comprehensive support system ensures that students receive tailored guidance while staying updated on the latest educational advancements and life-related developments.

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

Students receive special strategies to enhance creativity, innovation, and similar skills by engaging in extra activities like hosting seminars, quizzes, social surveys, literacy classes and involvement in uplifting their social skills. They handle inventive projects, publish their collections, available in both book and e-book formats on blogs and websites. Special training is provided for blog creation, web posting, etc., with tailored tutorial sessions based on individual student requirements. The curriculum includes dedicated sessions for creative projects, seminar presentations, paper submissions, and publications. Visually impaired students receive training in JAWS software designed for them and have access to Screen Reader software in the Ubuntu system. Various innovative teaching approaches like models, cooperative learning, brainstorming, buzz sessions, , dialogue-based learning, and blog-centered strategies are employed. Teacher trainees are equipped in different teaching models such as the concept attainment model, advanced organizer model, jurisprudential inquiry model, synectics, inquiry training model, value analysis model, peace value model, etc. Both B.Ed and M.Ed students engage in projects, surveys, and studies as part of their curriculum.

For developing empathy and social skills through National Service Scheme as follows:

1. Meenachil River cleaning,
2. Waste bin Cleaning
3. Orphanage Visit
4. Mis a Meal Programme
5. Counselling to Rehabilitation Centre
6. Garden beautification
7. Various Competitions for individual and group

The Young Innovative Programme involves students sharing unique ideas. Their participation has received confirmation and acceptance at the District and State levels. It's a platform where innovative student ideas are recognized and supported.

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)

All 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 possible	View File
Any other relevant information	No File Uploaded

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

Eight /Nine of the above

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

All of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution 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 institution's head directly contacts nearby schools to initiate an internship program. Preferences from teacher trainees are collected for school placement, and students are allocated accordingly. Instructions regarding the internship programs are conveyed to school principals, headmasters, and teachers. Similarly, students undergo orientation sessions conducted by all teachers, where they receive general instructions and details about the internship and school practices from the college principal. All internship activities, including school engagements, adhere to government and university regulations. A total of 20 schools are selected for the internship program, ensuring a diverse range including government, aided, boys', girls', co-educational, rural

schools, etc. This selection provides teacher trainees with a variety of exposures across different educational settings. Interns are fully engaged in school activities on a full-time basis and actively participate in various school programs, including sports events, arts exhibitions, and more.

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

72

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

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
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.

During the internship programme across 19 schools, the college employs comprehensive monitoring methods. Trainees conduct a variety of classes and actively engage in school-based activities, including PTA meetings and organizing assemblies, activities of clubs including exhibitions, quiz, manuscript magazine preparation etc. Each trainee maintains a supervision diary, using it for self-reflection after classes, which peers, school teachers, mentoring educators, and school principals evaluate and provide feedback on. This feedback loop ensures comprehensive evaluation from various perspectives: self, peers, teacher educators, school staff, and school principals. This process not only aids trainees in self-assessment but also provides a holistic understanding of their performance and impact in the schools. Through these monitoring mechanisms, the college ensures a thorough evaluation of the teacher trainees' internship experiences, fostering continual improvement and optimizing the impact of their contributions in school settings.

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 /

Four of the above

**School* Teachers Principal / School* Principal
B. Ed Students / School* Students (* 'Schools'
to be read as "TEIs" for PG programmes)**

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

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	No File Uploaded

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

16

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

15

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

282

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

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

In the ever-evolving landscape of education, the role of teachers transcends the classroom. They are perpetual learners, dedicated to staying abreast of the latest advancements and shifts in pedagogy.

Within educational institutions, teachers engage in vibrant in-house discussions, fervently dissecting current developments and issues, fostering a dynamic exchange of ideas and insights. Collaboratively, they form a nexus of knowledge, sharing valuable information not only among colleagues but also with external institutions. This interconnectedness extends beyond the confines of their own institution, as teachers actively participate in disseminating and acquiring knowledge about policies, regulations, and emerging educational paradigms. Ultimately, their commitment to professional growth extends beyond personal enrichment, enriching the educational landscape and nurturing a culture of continuous improvement. Six members of our faculty engaged in Faculty Development Programs throughout the academic year 2022-23 to revitalize and enhance their professional skills. The faculty engages in internal discussions regarding ongoing advancements and educational issues, involving students in these dialogues. Additionally, they actively exchange information with both colleagues and external institutions concerning policies and regulations. Within the AKTCTA, a teacher educator organization, discussions within the teacher forum revolve around the concept of a four-year Integrated Education program.

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

In college, students are evaluated internally for theory and practical aspects of their courses. For theory courses with 5 credits, they are graded 10 marks each for internal tests and practical work. For 3-credit courses, it is 5 marks each. Students prepare detailed reports for their practical work, assessed by educators using specific rubrics. Each student teacher needs to create a thorough report for every course's practical work and practicum. Teacher educators assess these reports using specific criteria. The evaluation of practical courses use tools and criteria made by the educators for accurate assessment. Various practical tasks such as projects, diagnostic tests, self-assessments, SWOT analyses, journal reviews, case studies, portfolios, sports participation, teaching manual preparation for various classes, and action research undergo assessment using distinct criteria and

rubrics. The head of the institution diligently oversees this evaluation process. The assessment for practical courses involves tailored instruments and criteria for assessing various practical and practicums based on specific criteria such as topic relevance, creativity, procedure, and submission timing. Across semesters I to IV, marks allotted for these assessments are 160, 220, 540, and 340 respectively, ensuring a balanced evaluation between theory and practicals.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	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

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

The college formed a Grievances Redressal Committee in line with directions from the Government of Kerala and Mahatma Gandhi

University. This committee operates effectively at various levels - Teacher, Principal, and University - addressing concerns raised by students. The internal marks are published, reviewed based on student feedback, and modified accordingly under the authority of Principal. Grievance redressal mechanisms for both staff and students, including an ethical committee, are active within the college. A visible grievance box is available for submitting complaints, which are regularly reviewed and acted upon monthly. The internal assessment process is transparent, following guidelines from the university, detailed in the college handbook distributed to all students and staff at the start 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.

At the onset of each course, the college promptly furnishes students with the academic calendar of the curriculum, ensuring clarity within a week of commencement. These document serve as comprehensive guide, detailing the internal evaluation process, encompassing marks or grades and adhering meticulously to a preset timetable. The evaluation methodology spans across a spectrum of practicals and practicums including surveys, projects, assignments, and examinations, fostering a multifaceted learning environment. The publication of marks or grades isn't merely a formality; it is an avenue for students to proffer their feedback, actively participating in the enhancement of the educational system. If any evaluation-related grievances arise, robust mechanisms for grievance redressal operate at various levels, from teachers to institution head and the university itself, ensuring fairness and rectification where needed. Furthermore, recognizing the importance of accessibility and transparency, these vital documents, comprising the academic calendar, curriculum details, and the handbook, find their place on the college website, enabling easy access for all students and teachers seeking comprehensive information and clarity regarding the academic structure and assessment modalities.

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 college diligently exhibits the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) on its website, meticulously crafted in alignment with the university curriculum and the institution's vision and mission. These outcomes are all-encompassing, ensuring the incorporation of every course's specific objectives. Classroom and co-curricular activities are thoughtfully designed and executed to meet these predetermined 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. Teacher trainees' portfolios, reflective journals, and reports seamlessly resonate with the listed PLOs and CLOs, ensuring alignment in their assessments. Regular evaluations of the curriculum and activities are conducted, with the college's Board of Studies members communicating any concerns about the curriculum process to the university. Moreover, examination question papers and evaluation criteria for all activities harmonize with the established PLOs and CLOs, ensuring a consistent and cohesive approach to assessment in accordance with the intended learning objectives.

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	View File

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 college meticulously tracks and utilizes the progressive development of students, ensuring their growth aligns with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for continual enhancement. Student progress is comprehensively evaluated through internal tests, projects, surveys, and co-curricular engagements, all aligned with the stated PLOs and CLOs throughout each semester. Specialized training sessions focusing on Micro-teaching skills, Link Practice, and discussion lessons significantly contribute to trainees' advancement in teaching competencies. The school internship program facilitates self-evaluation, peer assessment, and feedback from educators and school administrators, fostering ongoing improvement in students' professional and personal attributes. As part of their final semester activities, participation in community living camps and educational tours empowers trainees to coordinate and manage such initiatives, ensuring practical application of the outlined outcomes. These PLOs and CLOs seamlessly resonate with the institution's vision and mission, equipping teacher trainees with the essential professional and personal qualities upon completion of their chosen program.

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	View File

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

Students' performance in assessments reflects how well their learning needs were addressed. The evaluation of teaching skills during internships, criticism lessons, and practice classes indicates clear progress in their abilities. Trainees have enhanced their research skills through projects and social surveys. They were trained in counseling and mentoring, preparing them to offer these services in schools during their internships. They exhibited their proficiency in empowering women through JAGRATHA and provided counseling at Mariasadanam, a rehabilitation center for individuals with mentally challenged. Engaging actively in NSS activities such as Meenachil river conservation, the program named "Laver"(Making of Cleaner Products and cleaning) teaches how to create solutions for cleaning, anti-narcotic initiatives, and street plays with the Vimukthi club underscores their capacity to organize programs that benefit society and schools. This involvement showcases their ability to contribute positively while acknowledging and assessing their skills beyond academic realms, creating a substantial impact within the community they serve.

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/2024/05/student-satisfaction-survey-2022-23.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	View File
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)	
00	
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	No File Uploaded
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

7

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

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

16

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

13

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	View File

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

100

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

100

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

100

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.

The outreach endeavors effectively sensitized students to pressing social issues. Initiatives like the antidrug rally and flash mob galvanized students to champion awareness against substance abuse. Commemorating World Water Day and launching the Meenachil River conservation campaign imbued students with a deep-seated sense of environmental stewardship. On World Human Rights Day, students orchestrated the 'Othucheram' gathering near our bus stand, where the college chairman delivered a poignant message on human rights, complemented by a student-led discourse on anti-drug advocacy. Adolescent counseling sessions conducted by our students served as illuminating platforms for addressing societal challenges and providing invaluable support to vulnerable demographics. The Nirakoott initiative, conveyed crucial messages on drug prevention. Moreover, the National Webinar series, served as a dynamic forum for deliberating various social issues. The 'Miss a Meal' program and heartwarming Christmas celebration with Mariasadan underscored the significance of compassion and community outreach. Leaflet distribution on anti-drug awareness reinforced the imperative of drug prevention among students and neighboring communities. The year-long "Beautiful Minds" initiative nurtured holistic development among students, cultivating empathy and proactive engagement with societal challenges. The student-conducted survey on social issues yielded invaluable insights, empowering students as proactive agents of change within their communities.

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

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

1

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

6

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

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

Three/Four of the above

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Our college prioritizes comprehensive infrastructure to meet statutory requirements and enhance the learning environment. Dedicated to academic excellence, our management ensures the ideal facilities for the teaching and learning process. Collaboration among staff, students, the Parent-Teacher Association (PTA), and alumni significantly contributes to overall institutional development. The institute has well-equipped facilities, including classrooms, a library, laboratories, an auditorium, sports facilities, and a seminar hall that meet the standards defined by the National Council for Teacher Education (NCTE). The 44,646.24 square feet campus comprises Main Block, Library Block, New Block, and Golden Jubilee Block with 16 spacious ICT-equipped classrooms, the automated library, which offers digital library, OPAC, SPSS software, e-journal and e-book access through N-list, free Wi-Fi access ensure seamless digital access, colour and black & white networked printing facility, etc. Well-equipped laboratory facilities, including modern media, psychology, technology and language, science, and computer labs, enrich the student's learning experience. A multi-purpose gym, indoor games area, and outdoor facilities such as volleyball, badminton, cricket, football, and yoga space cater to physical fitness. Separate hostel facilities for

ladies and gents offer a comfortable living environment, complementing the overall college experience.

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)

Infrastructure augmentation is going on. There are no bills to furnish this year

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.

Since 2001, we have had an automated college library. During the COVID lockdown period, our library faced server issues with the CampusNET ERP software, necessitating a migration to a more reliable system. After careful consideration, we have decided to transition to Koha software. It is an integrated library management system designed for the Linux operating system. Its key features encompass cataloging, acquisition, OPAC, report generation, etc. Now our well-furnished library is automated with KOHA open source software, version 22.11.07.000. The routine work of the library, like accessioning, classification, cataloguing, circulation, and report generation, is being carried out through this software. It aligns with several international library standards such as MARC21, UNIMARC, ISO 2709, Z39.50, SRU/SRW, RSS, etc. The bibliographic details of all the documents in the library can be searched online remotely through the Online Public Access Catalogue (OPAC). The Library is WiFi-enabled and provides free internet access. Institutional online resources and previous year's question papers are available through the library portal.

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

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

NIL

File Description	Documents
Landing page of the remote access webpage	View File
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

One of the above

**for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases**

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

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

0.43 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

302

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

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

Three of the above

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

4.3 - ICT Infrastructure

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

The college possesses 91 computers and 8 LCD projectors. Wi-Fi is available throughout the campus. The auditorium, seminar hall, and most of the classrooms are ICT-enabled. The college provides portable LCD projectors for other classrooms to ensure effective teaching and learning activities are carried out. The library has been automated with LIBSOFT, CampusNET, and KOHA, respectively, since 2001. The ILMS Software KOHA, which was installed in 2020,

offers a highly intuitive interface for document search in the library and their issue status. The library facilitates Digital Library, information kiosk, SPSS, colour, and black and white networked printing facilities, scanning and photocopying facilities, Ubuntu, etc. for users. Digital library of our can be accessed from within the college through intranet in digital form. Our digital library collection includes e-books, M.Ed theses, reports, question papers, journals, institutional publications etc. The Computer lab and Modern Media lab considerably contributes for enrichment and learning process through ICT.

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

4.3.2 - Student – Computer ratio during the academic year

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 the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for

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

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. 24,33,665/-

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

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

The college has meticulously developed and adhered to comprehensive policies and procedures aimed at efficient management and utilization of its physical, academic, and support facilities. These protocols, periodically reviewed to align with technological advancements and regulatory standards, ensure optimal allocation of financial resources towards infrastructure maintenance. Under the

governance of the Governing Body, the institution consistently upgrades its facilities in accordance with NCTE, UGC, and governmental guidelines, fostering an environment conducive to the holistic growth of both faculty and students.

With a focus on the seamless execution of classes, cultural activities, and extension programs, the institution prioritizes the provision of well-equipped infrastructure. From ICT-enabled classrooms to state-of-the-art laboratories and a meticulously curated library, each facility undergoes regular maintenance overseen by dedicated personnel. Moreover, initiatives such as e-waste minimization through proper servicing of electronic equipment underscore the institution's commitment to sustainability. Through collaborative efforts between administrative staff, faculty, and supporting personnel, the college ensures that its facilities remain at the forefront of facilitating academic excellence and holistic development.

File Description	Documents
Appropriate link(s) on the institutional website	https://stcte.ac.in/wp-content/uploads/2023/07/systems-and-procedures-for-maintaining-and-utilizing-facilities.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Seven/Eight of the above

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

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

B. Any 3 of the above

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

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

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	View File
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
18	48

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	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).

3

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)

19

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

College Union - 2022-23

29/11/2022, Tuesday

The college union election was conducted on the 29th of November 2022 under the guidance of college union advisor Dr. Pratheesh Abraham. Parliamentary mode of election was conducted.

Union meeting -1

The first official meeting of the College Union members was called to order at 4.00 PM on 1st December 2022 in the Ist B.Ed Social Science classroom.

INAUGURATION OF THE COLLEGE UNION & ARTS CLUB 2022-23

15/12/2022, Thursday

The inauguration of the college union 2022-23 & the Arts Club of St Thomas College of Teacher Education, Pala, rightly named 'edam' was conducted on 15th December 2022 at the college auditorium.

ANNUAL SPORTS MEET - 2023

17/3/2023 , Friday

St. Thomas College of Teacher Education, Pala hosted its 76th annual sports meet on 17th March 2023 for the academic year 2022-23.

Venue: Carmel School ground, Pala.

Union Meeting -2

The official meeting of the College Union members was called to order at 1.00 PM on 28th March 2023 in the junior English classroom. The agenda of the meeting was the conduct of arts day.

ARTS FEST - 2K23

30/3/2023 , Thursday

The College Arts Festival was held over 8 days.

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	No File Uploaded

5.4 - Alumni Engagement

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

NET/SET/ K-TET Online Coaching

The Alumni Association organised online coaching classes for NET, SET and K-TET. 195 aspirants from different parts of Kerala participated in this coaching class. From these coaching classes, Rs.38500 was contributed to the College for the purchase of library books. Special Thanks to the following alumni members for imparting their knowledge to the aspirants with a service mind.

Youth Empowerment Programme

In collaboration with Lions Clubs International District 318B, Lions Club of Pala Metro, NSS unit and alumni association St. Thomas College of Teacher Education Pala, conducted the Youth Empowerment Programme for B.Ed. Students on 20th December 2023. Ln. Prof. Tommy Cherian was the resource person.

Special gifts for TET/ SET/ C-TET/ NET WINNERS

Mementos were presented to the 43 Kerala TET/ SET/C-TET/UGC NET winners of B.Ed.2020-22 Batch.

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

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

Five/Six of the above

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

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

3

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

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

Activity 1: All Kerala Malayalam Elocution Competition

Our alumni association, in collaboration with the NSS unit, Vimukthi Club and Oratory Club of St. Thomas College of Teacher Education Pala conducted an Kerala Malayalam Elocution competition for L.P. and U.P. School Students. It was held on 4th February 2023. 172 students from different parts of Kerala participated.

Activity 2: NET/SET/K-TET Online Coaching

The Alumni Association organised online coaching classes for NET, SET and K-TET. 195 aspirants from different parts of Kerala participated in this coaching class. From these coaching classes, Rs.38500 was contributed to the College for the purchase of library books. Special Thanks to the following alumni members for imparting their knowledge to the aspirants with a service mind.

Activity 3: Youth Empowerment Programme

In collaboration with Lions Clubs International District 318B, Lions Club of Pala Metro, NSS unit and alumni association St. Thomas College of Teacher Education Pala, the Youth Empowerment Programme for B.Ed. Students on 20th December 2023. Ln. Prof. Tommy Cherian was the resource person.

Activity 4: Special gifts for TET/ SET/ C-TET/ NET WINNERS

Mementos were presented to the 43 Kerala TET/ SET/C-TET/UGC NET winners of B.Ed.2020-22 Batch.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

At the college, governance is driven by its vision and a commitment to upholding quality. To achieve this, the college follows a decentralized and participative approach to management. All stakeholders, including faculty, staff, students, parents, alumni, and the local community, are involved in the decision-making process. The college's strategic plans align with its vision and aim to foster the development of students and teachers as exemplary professionals, service-oriented individuals, and role models for future generations. These plans include academic innovation, social service and community outreach, research excellence, arts and sports events, spiritual development for both faculty and students, professional development opportunities for faculty, and promoting eco-friendly attitudes among student teachers. The college has several committees made up of students, faculty, staff, management, local government bodies, PTA, and alumni 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 start of every academic year, the College Trust and Governing body convene to deliberate and offer suggestions for the upcoming year. The responsibility for putting these suggestions into action is entrusted to the college Principal and the IQAC.

The IQAC, under the guidance of the principal, reviews the recommendations put forth by the governing body and puts forward qualitative initiatives, encompassing both academic and administrative aspects, for the forthcoming academic year.

With the principal's direction, the faculty and staff come together to deliberate on the academic and co-scholastic programs outlined in the syllabus for each semester. They also assess and modify the composition of various committees and clubs, making necessary revisions, additions, and alterations to their memberships.

These meetings include discussions on the roles and responsibilities of each committee and club, and the decisions made are meticulously recorded in the minutes of the staff meetings.

Subsequently, each committee and club convenes to create a plan for the year, ensuring the timely execution of both scholastic and co-scholastic events. Altogether, these collaborative efforts are aimed at ensuring 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 25/09/2023 an internal audit was carried out 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. A few grievances 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 which ensures that the selection process is transparent.

Internal Academic and Administrative Audit (AAA): An audit is conducted to 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: It maintains 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

The college aimed to be a recognized research centre and applied for it in 2021-2022. It attained this goal this year and became a research centre in Education under Mahathma Gandhi University, Kottayam. Three faculty members also got the research guideship with

this recognition. The college got ready for the recognition by improving the library resources; added to its collection of Ph.D. theses, research journals, and E resources. It arranged a research room with seats and computers for the scholars and separate rooms for the research guides. The research scholars also got free Wi-Fi access. The research centre was opened on 23 November, 2022 by the respected Vice Chancellor of the Mahatma Gandhi University. The event was attended by students, faculty, heads of nearby institutions, schoolteachers, etc. The day also saw the launch of books based on the doctoral works of eight faculty members including the college librarian.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://stcte.ac.in/wp-content/uploads/2024/03/strategic-plan-2022-23.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The service rules, procedures, recruitment, and promotion policies of the college are governed by a framework that includes Mahatma Gandhi University, the affiliating university, UGC regulations, NCTE norms, and the rules of the Kerala State Government, which may be updated as needed.

The college has well-defined policies that shape its academic and administrative operations. These policies are in alignment with the higher education policy based on the educational principles of the Palai diocese, and they influence various aspects of the college's functioning, such as admission, faculty and staff appointments, codes of ethics for faculty, staff, and students, organization of scholastic and co-scholastic events, research, social extension programs, charity initiatives, campus maintenance, waste management, and more. Oversight of the college's activities is conducted by the governing body, which convenes annually and as necessary.

The Internal Quality Assurance Cell (IQAC) formulates an annual action plan, ensuring that the quality of all college initiatives is maintained and upheld.

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	View File

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

Five/Six of the above

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

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

Governing Body - 19/12/2022 - Decision - Conducted interview for appointment of Principal

ATR - 15/03/2023 - The interview for the post of Principal was conducted on 09/02/2023.

College Trust - 10/09/2022 - Decision - Apply for Research Centre

ATR -26/05/2023- College was approved as research centre in Education under MG University on 03/11/2022.

IQAC - 2/6/2022 - Decision - To initiate an NSS unit in the college

ATR - 7/11/2022 - The college was sanctioned an aided unit of NSS on 28/10/2022

Staff Meeting - 27/06/2022 - Decision - Induction program to be conducted from 11 July to 11 August 2022

ATR - 8/08/2022 - Induction program started as planned

Alumni Association - 29 /08/2022 - Decision - To conduct speech competition for High school students on 5 October 2022

ATR - 04/02/2023 - A Speech competition was conducted on 5 October 2023

Students' Union - 01/12/2022 - Decision - To conduct Union and Arts Club inauguration in December

ATR - 13/03/2023- The College Union and Arts Club inauguration was conducted on 15/12/2022

PTA - 15/12/2022 - Decision - To raise the PTA fund per year from Rs 1000 to 2000

ATR - 27/09/2023 - PTA fund raised

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

On 29/11/2021, a Staff Welfare fund account was established with Canara Bank, initiated with a contribution of Rs. 20,000 from the faculty. Three days salary of the faculty and staff is contributed to this fund to meet various expenses. This fund is designated for providing financial assistance for various purposes such as purchasing gifts, covering seminar fees, attending workshops, FDPs, short term courses, online courses, etc.

St. Thomas College is affiliated with the St. Thomas College Staff Co-operative Society, overseen by a board comprising representatives from three colleges under the Diocesan Educational Agency. This cooperative society primarily focuses on delivering financial services and fostering a sense of collaboration among the faculty and staff. Membership is open to all faculty and staff members, with one faculty member representing the college on the board.

The society offers a range of financial support to its members, who can also make deposits to save and earn interest. Alongside financial services, the society acknowledges and encourages academic excellence by granting scholarships to exceptional students in classes 10 and 12.

Membership in the society is divided into four categories:

1. Class A: Permanent members.
2. Class B: Retired employees.
3. Class C: Open to individuals interested in deposit services.
4. Class D: Reserved for heads of institutions, departments, and hostels.

Each membership class has distinct 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	No File Uploaded

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

0

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

06

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

An annual performance appraisal system has been established to ensure optimal performance among the college's faculty and staff members. In this system, each faculty and staff member completes an appraisal proforma, which is subsequently submitted to the principal for verification. Comments are then added to the provided data during the verification process.

Following the addition of comments, the feedback is shared with the respective faculty and staff members. These individuals are actively encouraged to make necessary improvements and modifications in their work based on the received comments. The data gathered through the annual appraisal system plays a crucial role in evaluating the performance of faculty members when they apply for promotion from one grade to another.

Through the consolidation of performance appraisals from each year,

a comprehensive and detailed picture of the faculty members' performance is obtained. This comprehensive view is instrumental in making well-informed decisions regarding promotions within the institution.

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	View File

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

Regular internal and external audits of the college's financial transactions are conducted as part of standard procedures. The management is responsible for overseeing internal audits, and each year, a qualified auditor is appointed by the management to conduct the internal audit. As for external audits, they are conducted by the Department of the Deputy Director of Collegiate Education. External audits are specifically performed during the retirement of the Principal and Head of the College Administrative Office. Furthermore, internal audits are undertaken in conjunction with the retirement of faculty members before advancing with the processing of 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	View File
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)**4,56, 740**

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

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

The institution consistently identifies appropriate avenues for fundraising and oversees the efficient use of resources for infrastructure development, financial assistance, maintenance, and other purposes. Key sources for mobilizing funds include government allocations, student development funds, contributions from the Parent-Teacher Association (PTA), alumni contributions, and staff welfare funds. Central and State government scholarships are also provided for the students. Personal Deposit (PD) Account Fee from students is also used for the needs of the students. RUSA fund is allotted to the college for infrastructure development and renovation purpose. Various sources for mobilisation of funds are management fund, college journal publication funds, funds of Alumni Association and PTA (B.Ed and M.Ed), care and share fund for the staffs direct siblings treatment purpose and scholarships for needy students.

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

6.5 - Internal Quality Assurance System

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

The institution ensures quality through a systematic procedure. Annually, the Governing Body convenes to review both the academic and administrative status of the institution. During these meetings, the principal provides updates on the institution's activities. The Governing Body offers suggestions and guidance to both the principal and the Internal Quality Assurance Cell (IQAC) for implementation. The IQAC convenes quarterly to strategize, direct, execute, and assess teaching, research, and publication activities within the college. It holds a pivotal role in maintaining and improving the institution's quality, proposing enhancement measures for adoption. Various committees, cells, and clubs, comprising faculty, staff, students, members of the Parent-Teacher Association (PTA), and alumni, execute the directives of the IQAC and provide feedback reports accordingly.

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	View File

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

The IQAC of the college initiates an action plan each academic year, prioritizing the teaching-learning process. The academic calendar serves as a guide for effective implementation. A need assessment survey gauges students' entry-level competencies and requirements. Diverse teaching strategies such as discussions, seminars, and ICT-based methods are employed. Internship programs encompass various activities to enhance teaching competencies. Special coaching aids students in competitive exams, while staff councils regularly review curricular activities. Continuous assessment through tests and mentoring identifies student needs, offering remedial support. Analysis of university exam results demonstrates the effectiveness of implemented strategies, with a majority achieving high grades and some securing university ranks.

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

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

30

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stcte.ac.in/wp-content/uploads/2024/02/iqac-minutes-2022-2023.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://stcte.ac.in/iqac/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Approval of research centre and its inauguration

. Under Mahathma Gandhi University, Kottayam, the collegenow stands as a research centre in Education. This significant milestone also saw three faculty members appointed as research guides.. The college increased its library resources, enriching its collection with Ph.D. theses, research journals, and E-resources. A dedicated research room, equipped with seats and computers, was set up to facilitate scholars' work. Additionally, separate rooms were allocated for the research guides, ensuring a conducive environment for mentorship. Not forgetting the scholars, free Wi-Fi access was provided to aid their research endeavors.The inauguration of the research center took place on 23 November, 2022, graced by the esteemed Vice Chancellor of Mahatma Gandhi University.

Renovation of the old building and inauguration of the new block funded by RUSA

The old building college underwent a remarkable transformation, with generous support of the RUSA fund. . This modern construction stands as a testament to the college's vision for the future. Designed to meet the evolving needs of students and faculty alike, the new building embodies innovation and growth. Together, the renovated old building and the newly constructed one stand as pillars of academic excellence, providing a conducive environment for learning, research, and collaboration. This shows the college is committed to giving its community great facilities and resources.

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, employing various methods to achieve this goal:

1. Energy conservation is achieved by switching off fans and lights when they are not actively needed.
2. The institution is actively transitioning to 100% LED lighting, which is more energy-efficient.
3. The institution keep an eye on how students use their personal devices while on school premises. Although laptops and tablets are incorporated into the teaching methods, ensure that they are powered off when not actively in use.
4. The college minimizes energy consumption through effective insulation of all equipment and devices.
5. The college has an energy policy document in place, and both the faculty and students adhere to its guidelines.
6. A substantial portion of the electrical equipment used in the college is equipped with modern technology and holds certifications for improved energy efficiency, resulting in electricity savings.
7. Overhead projectors, computers, and smart boards are unplugged when not in use, a straightforward yet effective method of conserving energy, which has long-term benefits in terms of

power and cost savings.

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.

In the realm of solid waste management, the emphasis lies on three fundamental principles: Reduce, Reuse, and Recycle. Our college campus is dedicated to being a plastic-free environment, ensuring that waste disposal is carried out responsibly. Throughout the campus, we have strategically placed dust bins to discourage littering. The use of plastic bags is actively discouraged within our college premises, aligning with our commitment to a zero-waste management policy.

Regarding liquid waste management, we have a well-constructed drainage system that leads to closed collection tanks. These tanks are regularly cleaned to prevent water stagnation. The local municipality consistently monitors and maintains the college's drainage system to ensure its proper functioning.

To ensure that waste management complies with all relevant waste legislation, including the duty of care, and to prepare for future legislative changes and mitigate their effects, the local municipality collaborates with the college. Waste collected within the college is managed by the municipality. Additionally, a Green Protocol Samithi operates within the college, with all students as members. The Samithi plays a pivotal role in regularly cleaning the college campus.

Our institution has a comprehensive waste management policy with the following objectives:

1. Minimize waste generation at its source and promote repair, reuse, and recycling as cost-effective alternatives to disposal.
2. Clearly define roles and responsibilities to coordinate each aspect of waste management efficiently.
3. Raise environmental awareness to encourage waste minimization,

reuse, and recycling among the college community.

4. Promote a holistic approach to waste management throughout 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

Three of the above

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

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

Three of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

- The institution is committed to maintaining a safe and healthy environment. Classrooms are generously spacious, avoiding overcrowding. High-traffic areas such as hallways and entryways are cleaned daily, and both washrooms and classrooms receive daily cleaning as well. Activity rooms, which students use only occasionally, are cleaned at regular intervals.
- The college's beautiful lawn and garden thrive due to regular maintenance by dedicated NSS members and the Green Protocol Samithi. Their consistent efforts ensure the greenery remains vibrant and well-cared for throughout the year.
- The classrooms are well-ventilated, allowing natural daylight to enter. Students have access to sufficient seating, including appropriately sized desks and benches.
- The entire college premises are kept tidy, with no paper waste scattered anywhere. This clean work environment enhances productivity, improves the moods of both students and teachers
- In addition, there is a disposal facility for sanitary napkins and paper waste through incineration.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

<p>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</p>	<p>Three of the above</p>
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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 5000

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

Some of the programmes leveraging local environment, locational knowledge and resources are:

- On May 27, 2023, the college and Archana Women Centre hosted "JAGRATHA," a national webinar series spotlighting women's health issues.
- In September 2022, a blood donation camp united students and faculty, fostering community spirit and altruism.
- Students and faculty visited Mariasadhanam, providing counseling to aid mental health, showcasing the college's community commitment.
- NSS unit Lions Club of Pala Metro, along with Alumni Association hosted a youth empowerment program led by Lion

Professor Tomy Cherian from Kizco Career Heights Pala.

- The NSS and Red Ribbon Club observed National Youth Day 2023, organizing an anti-drug exhibition on 18/1/23. Dr. Krishnadas K.V. from ESI Hospital led the event.
- The NSS and Health club organized a food safety seminar, led by Mr. Santhoshkumar G.S.
- The Kerala Govt's Woman and Child Development Dept conducted 'Orange World Campaign' in collaboration with St. Thomas College.
- For the promotion of Mother tongue, a Kerala Government Project named Samagra Sakhshara Pala Project was inaugurated on 26-07-2022 presided by Education Minister of Kerala.
- On July 23rd and 24th, 2022, St. Thomas College hosted a Kerala Netball Association State level official clinic with Dr. Sunil Thomas as the Resource person.

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

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

A. All of the above

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

1. Title of the Practice - BEAUTIFUL MINDS

2. Objectives of Practice

- Boost Civil Exam Core Understanding

3. The context

The Civil Service Institute Pala and St. Thomas College collaborate, offering citizen training, motivation classes, and mentoring to the school students.

4. Practice

The institute offers yearlong program for the selected students. B.Ed. students of St. Thomas College act as mentors for the aspiring candidates.

5. Evidence of Success

The program yielded significant benefits for the participating school students, as acknowledged by both the students themselves and

the organizers

6. Problems Encountered and Resources Required

Confidence issues hindered expressing problems openly for some. Trust and comfort encourage sharing challenges openly.

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

II. Title of the Practice: "Campus Sustainability: Streamlining Waste Management Strategies at College"

2. Objectives of Practice

- Inform the students on proper waste disposal methods.
- Promote eco-friendly materials and practices.

3. The Context

At our college we strive for a cleaner, safer campus environment. Educating all on responsible waste disposal methods.

4. The Practice

The NSS program, "Laver"(Making of Cleaner Products and cleaning) on May 15th, 2023, put their action by cleaning waste pits. NSS volunteers participated in a Meenachil River conservation cleanup on March 25, 2023

5. Evidence of Success

Efforts were made campus cleaner and inviting.

6. Problems Encountered and Resources Required

Need more bins, tools for better cleanliness.

Notes: Motivation drives upkeep of clean surroundings.

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

IILLUMINATE THE FUTURE

Health Horizons: Igniting Wellness with Fit India Initiatives

The physical education department of our college champions a comprehensive health education. Yoga and aerobics classes encourage active student participation. Student teachers instruct school students during internships.

The college offers these programmes for the health and well- being of future teachers:

- Hosted the Kerala State Netball Junior Championship on October 15 and 16, 2022
- Hosted State Level Net Ball Association's Officials Clinic/Workshop during July 23, 24 2022
- Our students enthusiastically participated in the intercollegiate chess event at Henry Baker College, Melukav, on December 1, 2022
- The intercollegiate shuttle tournament held at SAM college Poothotta on March 25, 2023

Building an Addiction-Free Campus: Vimukthi Club's Anti-Narcotic Initiatives

Some of the endeavours of Vimukthi club are:

- Educates students about drug dangers, fostering an addiction-free campus.
- An exhibition against drug addiction took place on October 18, 2022
- On October 21, 2022, various competitions were conducted named 'BODHAPOORNIMA' centered around the theme "NO TO DRUGS"
- Anti- drug rally and flash mob was conducted on November 1,

2022.

- Distributed anti-drug awareness leaflets to 1000 households as part of the Anti-Drugs Campaign

Empowering Educators: Excelling in NET, SET, K-TET, and CTET Exams

St. Thomas College of Teacher Education focuses on teacher eligibility exams. Comprehensive coaching guided by experienced faculty members and Alumni Association of the College. Online coaching classes conducted from September 17, 2022, to October 15, 2023, . Successful outcomes seen in numerous passing students (UGC NET- 07, SET-26, K-TET 2- 26, K-TET 3- 25in CTET- 18)

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

