



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. THOMAS COLLEGE OF TEACHER EDUCATION

**ST. THOMAS COLLEGE OF TEACHER EDUCATION PALA 686575 KOTTAYAM
DISTRICT KERALA**

686575

<https://stcte.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The St. Thomas College of Teacher Education, Pala, is a Christian minority institution. It is sponsored by the Catholic Diocese of Palai. The college is situated in Pala, the north-eastern region of Kottayam district in Kerala, South India. **A Government aided institution the college was established in 1957.** The college is managed by the St. Thomas College of Teacher Education Pala, Education Trust. A co-educational institution, it was established with the prime goal to create professional teachers. The College is named after St. Thomas, the disciple of Jesus, who was the first to preach Christianity on Indian soil. The college envisages to produce teachers who are guides to generations and beacons of light to the society. **The college was conferred the minority status by the National Commission for Minority Educational Institution (2010).**

The college nestled in a semi-urban locale, **has a campus of 1.74 acres. with a built-up area of 4860.73 square meters.** The College has a fine infrastructure that adequately meets the standards defined by the National Council for Teacher Education (NCTE).

The college is **recognized by the UGC under 2(f) and 12(B) of the UGC Act of 1956,** and functions in accordance with the rules and regulations of the NCTE, UGC, Govt. of Kerala and Mahatma Gandhi University.

The college was accredited by the **National Assessment and Accreditation Council (NAAC) at Four Star Level and with A+ (92%) and A (3.32 on 4-point scale) grades at the first, second and third cycles of accreditation in 2000, 2007 and 2014 respectively.** The college offers **Diploma, Graduate, Post Graduate and Research Programmes in Teacher Education.** The B.Ed. programme is a government aided programme; the M.Ed. and D.El.Ed. programmes are offered in the self-financing mode. The college offers **B.Ed. programme in six streams, namely English Education, Mathematics Education, Natural Science Education, Physical Science Education, Commerce Education and Social Science Education. The M.Ed. programme (initiated in 2005) offers besides the six streams, Malayalam Education. In 2022, the college was recognised as a Research Centre in Education, under Mahatma Gandhi University, Kottayam.** At present 10 research scholars are pursuing Ph.D. under three research supervisors in the college. The sanctioned strength of the B.Ed., M.Ed. and D.El.Ed. (initiated in 2008) programmes is 50 each.

Vision

'LUX AD ILLUMINANDUM' - 'Light to Enlighten' - Enlightenment, Excellence, and Service through Divine Illumination

At St. Thomas College of Teacher Education, Pala, our vision transcends mere academic pursuits. It is a beacon that guides our student teachers toward a holistic and transformative educational experience.

Enlightenment: We believe that education is not confined to textbooks and classrooms. It is a journey of self-discovery, where minds are illuminated with knowledge, empathy, and wisdom. Our teacher trainees are encouraged to seek enlightenment beyond the syllabus, to explore diverse perspectives, and to foster critical thinking. Through rigorous study, reflection, and dialogue, they become torchbearers of enlightenment, igniting

curiosity and awakening the minds of their students.

Excellence: Excellence is not an endpoint; it is a continuous pursuit. Our student teachers are nurtured to strive for excellence in every aspect of their professional lives. Whether it's designing innovative lesson plans, honing pedagogical skills, or nurturing character development, they embrace excellence as their compass. We celebrate their achievements, but more importantly, we celebrate their resilience, adaptability, and unwavering commitment to growth. Excellence is not about perfection; it's about progress.

Service through Divine Illumination: Service lies at the heart of our vision. We recognize that teaching is not just a profession; it's a sacred calling. Our student teachers understand that they are entrusted with shaping young minds, molding future citizens, and fostering ethical values. The term "Divine Illumination" signifies a higher purpose—an inner light that guides their actions. They serve not out of duty alone but with compassion, empathy, and a sense of responsibility. Whether it's volunteering in community projects, mentoring struggling students, or promoting eco-friendly attitudes, they embody service as a divine mission.

Mission

We aspire to be more than just an institution; we aim to be a world-class centre of teacher education—a beacon of transformative learning and character development. Our mission statements guide us on this remarkable journey:

1. **Distinct Identity and Character:** We nurture a distinct identity that celebrates diversity, inclusivity, and a commitment to lifelong learning. Here, every student teacher discovers their unique voice and purpose.
2. **Intellectual Competence and Moral Uprightness:** Our educators are more than disseminators of knowledge; they are torchbearers of wisdom. We cultivate intellectual competence through rigorous academic pursuits, critical thinking, and research. Simultaneously, we emphasize moral values—integrity, empathy, and ethical conduct. Our teachers lead by example, inspiring generations with their unwavering integrity.
3. **Psychological Integration and Social Commitment:** Teaching is not confined to textbooks; it's about understanding hearts and minds. We empower our student teachers to connect with their students on a deeper level. Psychological integration—the ability to empathize, motivate, and support—is at the core of our approach. Moreover, we instil a sense of social commitment—a duty to uplift communities, advocate for justice, and champion equity.
4. **Foster National Values:** We strive to provide a transformative teacher education experience that emphasizes integrity, respect, and social responsibility. Through innovative teaching practices, community engagement, and a commitment to lifelong learning, we aim to prepare educators who will inspire and lead future generations in building a just, inclusive, and prosperous nation.
5. **A New Work Culture for Educational Excellence:** Tradition meets innovation within our walls. We challenge conventional norms, encouraging experimentation and creativity. Our teachers explore novel teaching methodologies, embrace technology, and collaborate across disciplines. The classroom becomes a dynamic laboratory where ideas flourish, and learning transcends boundaries.
6. **Sustainable Development and Global Values:** As stewards of the future, we prioritize sustainability. Our curriculum integrates eco-consciousness, urging teachers to impart environmental awareness. Beyond this, we foster global values—quality consciousness, empathy, and love for humanity. Our students become ambassadors of positive change, bridging cultures and promoting harmony.

7. **Faith and Christian Ideals:** Our foundation rests on faith—a deep-rooted belief in a higher purpose. We uphold Christian ideals of compassion, forgiveness, and service. Our teachers carry this spiritual torch, infusing classrooms with hope, kindness, and a reverence for life. They teach not just subjects but also life lessons that resonate beyond textbooks.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- The college has a legacy of 67 years of distinguished service- The academic credentials of the college attract competent students to the college -the college has good intake of students
- Supportive management – decentralised approach to management
- Faculty expertise: All members of the faculty except one, possess doctoral degree in Education
- The faculty are knowledgeable educators who actively participate as resource persons in academic and socially committed programs.
- An active alumni association and PTA
- Collaboration of student council, faculty and staff
- The management has several schools under its corporate educational agency as such the college has enough schools for the internship programme
- Academically conducive and encouraging environment.
- One member of the faculty and the college librarian are members of the board of studies (UG Program in Education),
- Dedicated team of faculty and staff.
- Government Aided institution
- Achieved significant milestones in NAAC accreditation
- Both B.Ed. and M.Ed. students boast a 100% pass rate in university examinations, including ranks at the university exams
- The college actively upholds its MoUs with esteemed institutions in the country.
- Educational Extracts - College publishes a Biannual College Journal
- Recognized research centre in education under Mahatma Gandhi University, Kottayam, - Research guideship for four faculty -
- Conducive research environment:
- Socially committed with active collaboration in local and socially significant events.
- Community related activities ‘Nirakoot’, ‘Sneha Veedu’, ‘Miss-a-Meal’, ‘Care and Share’
- The work of the NSS unit, Health and Red Ribbon Club, Green Protocol Samithi, and Vimukthi Club, and the extension service cell of the college have won appreciation from local government bodies and have been commended.
- Committed to environmental sustainability with zero waste management, a plastic-free environment, and maintenance of cleanliness.
- Venue for social events, hosting district and state-level government programs.

- Adequate infrastructure with augmentation through RUSA funds.
- Maximum utilization of the campus area.

- Comprehensive week-long 'Bridge Course'
- Value Added Courses and promotion of self-study courses through online platforms like SWAYAM and NPTEL.
- A robust feedback mechanism to improve operations involving various stakeholders.
- Methodically prepares its students for a teaching vocation
- A robust mentoring system
- Remedial teaching, Women's counselling, and Career guidance

- Selected for best innovative ideas at State level in Young Innovators Programme (YIP) of the Government of Kerala

- Learner-centric and activity-based teaching methods, utilizing assignments, practicums, seminars, projects, field trips, and study tours to enhance the learning experience.
- Blended learning experience
- Formative and summative assessments are methodically carried out.

Institutional Weakness

Weakness

- Lack of ease of access by rail - the nearest railway station is 30 kms away
- The college is set in a semi-urban area – lack of space – limited campus area -
- Problem of waste disposal
- The college has no playground of its own; it shares the playground of its model school
- Only a few members of the faculty have publications in journals listed in Scopus Index and UGC CARE
- No active MoUs at international level – no student sharing programmes
- Though students enroll in self-study courses such as MOOCs on SWAYAM / NPTEL platforms only a few complete the courses
- Faculty must be more digitally competent – more E- Content need to be prepared
- The college lacks a fully automated Management Information System (MIS)
- Though, the faculty make use of Google Workspace efficiently, the college had no Learning Management System (LMS). It was installed only this year.
- The college canteen has only minimum provisions

Institutional Opportunity

Opportunities

- Supportive management – Alumni association, Parents Teacher Association
- The college is set in the middle of a town; it has ease of access by road.
- The presence of five Arts and Science colleges in close neighbourhood is an advantage as they provide students (teacher aspirants) to the college.

- There is a great demand for teachers both within the State and outside and abroad.
- The legacy of the college attracts many students to the college.
- The students have good placement opportunities in the schools under the Corporate Educational Agency, of the same management.
- The college is an aided institution. Students can study at the government-approved rate of fees.
- The college offers teacher education programme at undergraduate level in six streams.
- The college has secured funds under RUSA 2.0 scheme. It was big relief for augmentation of resources.
- A senior faculty is a Research Guide at School of Pedagogical Sciences (SPS) of Mahatma Gandhi University. This has established a close relationship with the Education department of the university.
- A senior member of the faculty has been appointed by the Kerala State Higher Education Council as a member of the Kerala State committee for initiating the Four Year ITEP programme in the State.
- Two members of the faculty and the college librarian are members of the Board of Studies (UG and PG programmes in Education and Library Science) as such contribute to curriculum revision.
- The College Journal is a platform for publication of research articles.
- The college can sign MoUs with local institutions who can complement the facilities that the college lacks.

Institutional Challenge

Challenges

- Low enrolment for M.Ed. programme
- There is scarcity of government jobs – posts in aided sector have been drastically reduced due to division fall in schools
- Immigration of families, in central Kerala, to countries like UK, Australia, USA has resulted in fall in student strength in aided schools and colleges
- Lack of land has restricted campus expansion
- Implementing the demands of NEP 2020 effectively
- Meeting the requirements of UGC Care listed Journals and Scopus indexed journals
- New NCTE regulations related to Teacher Education Programmes - ITEP courses to be allotted to Multidisciplinary Institutions alone

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Thomas College of Teacher Education, Pala, affiliated to Mahatma Gandhi University, Kottayam, **adheres to the university's curriculum for teacher education** at both under graduate and postgraduate levels. While meeting university requirements, the institution ensures its distinctiveness by **adapting the curriculum to local contexts, societal needs, and contemporary issues**. This adaptation **aligns with the institution's vision and mission**. The college prepares the students for the **teaching profession at both theoretical and practical levels**. The curriculum envisages theoretical as well as practical knowledge to be imparted to the students. The college plans and implements a variety of curricular and co-curricular events to provide for the holistic development of students.

The college annually develops an **action plan, academic calendar, and detailed timetable based on the university schedule**. Collaborative efforts involving the Managing Council, the IQAC, the College Council, In-house Curriculum Planning Committee, Staff Council, and program-specific staff meetings drive this process. The curriculum implementation aligns with **Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)** for teacher education programs. Mid-course corrections in the academic calendar are made as and when needed.

To supplement the curriculum prescribed by the affiliating university, the college offers **Value-Added courses**. These courses have been designed to suit the needs of the times. The Value-Added Courses offered by the college are:

1. STCTE VAC 001 Adolescent Counselling
2. STCTE VAC 002 Human Rights
3. STCTE VAC 003 Aerobics
4. STCTE VAC 004 Yogic Practices
5. STCTE VAC 005 Values and Peace
6. STCTE VAC 006 Media and Information Literacy
7. STCTE VAC 007 Diabetes Care Education
8. STCTE VAC 008 Pro-Active Gender Responsibility
9. STCTE VAC 009 Online Assessment Tools
10. STCTE VAC 0010 Bottle Art

Additionally, students are encouraged to pursue **self-study courses** of their choice, online or offline. Students of the college are oriented towards MOOCs on SWAYAM and NPTEL platforms for self-study during the **'Bridge Course'** at the onset of the B.Ed. programme.

The college **familiarises student teachers with the diversity in the school system in India and the world** in multiple ways such as interaction with alumni who are experienced practitioners in different school systems, through books on the topic in the library, and through the practicums in the prescribed curriculum.

Structured semester-wise feedback from stakeholders: students, teachers, heads of Practice Teaching schools, employers, and alumni ensures continuous improvement. The collected feedback is analysed, actionable steps are taken, and results are made available on the college website.

The faculty of the college have been part of the university committees for curriculum revisions from time to time, designing of teacher education programmes at under-graduate and post-graduate levels. At present, two members of the faculty and the college librarian are members of the Board of Studies (Undergraduate and Postgraduate) of the Mahatma Gandhi University.

Teaching-learning and Evaluation

The college has an **intake of 50 seats** each in its B.Ed. and M.Ed. programmes. The **enrolment is in line with government reservation policies**. The faculty comprises 16 members out of which all except one member are doctoral degree holders. The one member of the faculty is pursuing Ph.D. At the onset of the B.Ed. programme a **Teaching Aptitude Test** is administered to assess the readiness of the newly inducted students for the teaching profession. The students undergo a '**Bridge Course**' that familiarises them with the professional programme. The sound **mentoring system** identifies the diverse needs of its students. The differential needs are addressed through a variety of programmes both curricular and co-curricular, providing a rich learning experience that fosters the holistic development of young teachers. The college ensures an inclusive environment for scholastic and co-scholastic activities.

The college employs a **multi-modal approach to teaching and learning**, incorporating discussions, seminars, experiential learning, interaction with experts in the teaching field, projects, social surveys, dissertations, field trips, community living camp, and study tours. This approach is complemented by **digital strategies and ICT integration** in response to the evolving educational landscape.

Aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), the teaching-learning process considers development of teaching skills of the aspirant teachers as its core. Student teachers are **meticulously prepared for internship** through a series of pre-internship academic events such as micro-teaching sessions, discussion lessons, demonstration classes, criticism classes, induction programme, physical education classes, aerobics and yoga classes, drama workshop- traing in skill of acting and script writing ,Values education classes, organisation of sports and arts fests.

The college ensures rigorous **monitoring of student teachers during their internship** at multiple levels. A **transparent and comprehensive evaluation system** is in place for both theoretical and practical courses, with timely display of internal evaluations. A **sound grievance redressal system** supports exam integrity. The pass percentage of B.Ed. and M.Ed. programmes is hundred percent.

Infrastructure and Learning Resources

College has a fine **infrastructure that adequately meets the standards defined by the National Council for Teacher Education (NCTE)**. The college campus spans **1.74 acres with a built-up area of 4860.73 square meters**. It includes the **Main Block, Library Block, New Block, Golden Jubilee Block**, and the recently constructed RUSA-funded Block. The college has 20 classrooms including seminar halls with **ICT facilities, an automated library, auditorium, well-equipped laboratories, including modern media laboratory, psychology, science, and computer labs**, that enrich the student's learning experience. A multi-purpose gym, indoor games area, and outdoor facilities such as volleyball, badminton, cricket, and yoga space cater to physical fitness. Separate **hostel facilities for ladies and gents** offer a comfortable living environment, complementing the overall college experience. There are four faculty rooms. The administrative section includes a well-furnished principal's room and the office. The college has two waiting rooms including one for gents. A canteen with a seating capacity of 25 functions in the college offering light refreshments to the faculty, staff and students during the breaks. There are adequate washrooms for ladies and gents including **Divyangjan friendly washrooms**.

The library is currently running on **Koha Version 23.11.06.000, which is an Integrated Library Management System (ILMS)** that supports various functions. This version of Koha includes critical modules

such as Acquisition, Cataloguing, OPAC, Serial Control, Circulation, Patron Management, Reporting, and Tools.

The library provides **online access to e-resources using modern information and communication technologies**. The library's collection includes **16,347 books, 1,156 theses, 305 educational CDs, subscriptions to 55 journals and periodicals, and membership in N-list**. The Library and Information Centre has 13 computers, five of which are dedicated to library functions including the RFID Koha e-gate and Library Information KIOSK (OPAC), while the remaining computers are available for browsing, project work, statistical analysis, and printing.

Our college has a **Digital Library that contains Ph.D. and M.Ed. theses, e-books, e-journals, seminar proceedings, college journals, college magazines, previous university question papers, educational policies, and education commission reports**. The library portal provides a link to student classes, flip books, e-resources, and college journals, which can be accessed through the **STCTE Library Portal**.

<https://sites.google.com/stcte.ac.in/stctelibrarypala>

The college has 40 computers available for student use. Additionally, twelve computers are designated for faculty, office, and library administration. ICT-enabled campus features 300 MBPS Wi-Fi connectivity with 10 routers equipped with Smart TVs, laptops, desktop computers, LCD projectors, interactive whiteboards and printers.

The college encourages **Bring Your Own Device (BYOD) policy** while ensuring facilities for recharging and accessing the internet.

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. Under the supervision of the Managing Council and the IQAC, 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. The institution prioritizes the provision of well-equipped infrastructure. 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.

Student Support and Progression

St. Thomas College of Teacher Education, Pala, focuses on enhancing academic, technical, and organizational skills.

Skill enhancement in Academics - The induction of new students to the professional programme is through a 'Bridge course', that helps students from varied background to adapt to the new professional programme. To bridge the gaps in the curriculum and to keep abreast with the latest developments in the teaching profession the college offers Value Added Courses. Besides this, the college extends all support to students' self-study - through MOOCs on SWAYAM and NPTEL platforms.

Research orientation- Students are encouraged to conduct classroom research and prepare and present papers in national seminars. Students guided by the faculty publish articles in peer reviewed journals, write articles in edited books.

Skill enhancement in technical aspects - Students are trained in blended teaching skills through micro teaching, criticism sessions, link practices, induction and internship programmes. They learn to prepare E Content, prepare power point and prezi presentations, digital posters, brochures and design online quizzes.

Drama workshops are arranged for enhancing dramatic skills, script writing, acting and direction skills. They are also trained in video editing and film shooting.

Communication skills - Communicative English workshops, opportunities to organise and conduct curricular and co-curricular activities develop communicative skills of students.

Aerobics and Yoga classes enhance skills of teaching and practicing healthy practices.

Organisational skills - The organisational skills are honed through the opportunities provided to organise various club activities, organising educational tours, community camps, special school visits, field trips, compere in functions, become resource persons at webinars, judges at competitions held by the alumni.

Social Sensitisation - Social sensitivity is nurtured through the community related activities of the extension wing of the college and the aided **National Service Scheme (NSS)**

Career and Personal Counselling: The college provides personalized counselling and career guidance to students, addressing their individual needs and challenges through its mentoring programme. The college ensures essential facilities such as canteen, waiting rooms for ladies and gents, well-maintained toilets, adequate parking facilities, book banks in the library, safe drinking water, wheelchair ramps, differently abled friendly toilets, recreational spaces, grievance redressal cell. The college extends concessions in hostel fees.

An active Student Council contributes proactively to institutional functioning. The Alumni Association and the PTA significantly contribute to the institution's growth. **The Alumni Association of the college is registered.**

The college has **excellent academic performance, and placement records.** The pass percentage for B.Ed. and M.Ed. programmes is hundred.

The placement cell of the college helps in fulfilling the job aspirations of novice teachers; **60.78 percent** have found placements in the past five years. **11.11 percent of the students progressed to higher studies and doctoral programmes** on completing the teacher education programme during the last five years. The percentage of students clearing TET/SET/CTET/NET during the last five years is **75.49** .percent have cleared

Governance, Leadership and Management

The governance of the college headed by the Patron (also the Bishop, diocese of Palai) of the college is **decentralized and participative.** The patron supported by a hierarchy of bodies and officials collaborate in the

major decision-making process. The college involves all stakeholders, including faculty, staff, students, parents, alumni, and the local community, in the managerial process.

The strategic plans of the college align with its goals to foster the development of students and teachers as exemplary professionals, service-oriented individuals, and role models for future generations. These include fostering academic innovation, engaging in social service, promoting research excellence, instilling eco-friendly attitudes, nurturing artistic and physical development, and providing spiritual growth opportunities for both faculty and students.

The college ensures **financial, academic, and administrative transparency.**

The college has **well-defined policies that shape its academic and administrative operations.** They influence various aspects of the functioning of the college, such as admission, faculty and staff appointments, research, social extension programs, campus maintenance, and waste management.

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.

The faculty and staff generously contribute to fundraising efforts, whether it's to celebrate with a member of the St. Thomasian family or to assist a family member in need. The St. Thomas College Staff Co-operative Society offers a range of financial support to its members, who can also make deposits to save and earn interest.

The **Annual Performance Appraisal System** ensures optimal performance among the college's faculty and staff members.

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, contributions from well-wishers and philanthropists 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. The sources for mobilisation of funds include management fund, college journal publication funds, funds of Alumni Association and PTA (B.Ed. and M.Ed.), 'Care and Share' fund for Cancer treatment and scholarships for needy students.

The IQAC of the college initiates an action plan each academic year, prioritizing the teaching-learning process. The **Academic Calendar prepared by the In-House Curriculum Committee** serves as a guide for effective implementation. A **Teaching Aptitude Test** 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. The Google Classroom is effectively used by the faculty to aid the teaching process. The new LMS installed functions in addition to the Google Classroom. Special coaching aids students in clearing **Teacher Eligibility Tests.**

The IQAC and Staff Council regularly review curricular activities. Continuous assessment of students

through unit tests and practicums and mentoring identify student needs. The needy students are offered **remedial support**.

Analysis of university exam results demonstrates the effectiveness of implemented strategies, with a majority achieving high grades and some securing university ranks.

Institutional Values and Best Practices

At the heart of the philosophy of the St. Thomas College of Teacher Education, Pala, lies the belief that cognitive development without values is incomplete. The college strives to nurture socially responsible teachers by fostering empathy, truthfulness, perseverance, cooperation, and environmental consciousness.

The approach of the college to education extends beyond the classroom, focusing on developing **essential life skills**. The college aims to uncover hidden talents and promote all-round development, addressing cognitive and emotional growth simultaneously.

The institution's commitment to nurturing socially responsible teachers is evident through the diverse extension activities under the 'Shekinah'. Students engage in charitable acts like donating money, clothes, food items, medicine to those in need. During the times of natural disasters such as Kerala Floods 2018 and 2019, landslides and the **COVID-19 pandemic, the college demonstrated its social responsibility** by actively contributing to the victims of the natural disasters. The '*Care and Share*' programme of the college provides financial assistance to cancer patients. The college's reach extends to local schools, where students beautify buildings – '**Nirakoot 2022**' project, offer tuitions to underprivileged children, and assist in maintenance of the model school's library, labs and premises. The '*Sneha Veedu - Home Project*' is a charitable initiative, which aims to provide housing for those in need. The college also plays a crucial role in maintaining a clean town by collaborating with the *Haritha Karma Sena* of Pala municipality. The college also emphasizes empowering local rural women through knowledge dissemination and awareness programs through '*Jagratha*' **webinar series**.

The college is a close friend of '*Maria Sadanam*' – a **Psycho-Social Rehabilitation Centre**. The students, faculty and staff of the college are frequent visitors of the institution. During the visits, they engage in conversations with the inmates, participate in cultural programmes and celebrate Christmas along with them. Every week, the students, faculty and staff contribute a homemade meal packet or money for a meal, through the '*Miss -a -Meal*' programme, to the inmates of the institution.

While prioritizing character development, the college does not compromise on academic excellence. The college provides a conducive learning environment, resulting in outstanding academic performance. The college also ensures that its students are professionally updated and fit for the job market. The college conducts coaching classes for students to help clearing teacher eligibility tests; KTET, NET and SET, further enhancing their career prospects. The college **harnesses its alumni and faculty** for conducting classes for the aspirants of these tests.

The college exemplifies a holistic approach to education, seamlessly blending academic rigor with a strong value system.

Research and Outreach Activities

St. Thomas College of Teacher Education, Pala, exemplifies a commitment to academic excellence and social responsibility. The college's robust research culture is supported by a detailed research policy and the proactive Research Assessment Committee. Faculty and students collaborate on scholarly publications and participate in seminars, webinars, and workshops to enhance educational research capabilities. The college publishes a **Bi-annual peer reviewed journal, 'Educational Extracts'**

<https://sites.google.com/view/educational-extracts/home> (website of the college journal)

<https://stcte.ac.in/faculty-publications/> - link to faculty publications

<https://stcte.ac.in/student-publications/> - link to student publications

The college has **MoUs with eminent teacher education institutions and others both inside and outside Kerala.** The college organises faculty sharing and exchange programmes, joint publications, talks on topics of current educational significance with the MoU partners. **An Edited book on NEP 2020** was brought out as a joint initiative with Trinity College, Jalandhar, an MoU partner.

The students of the college actively involve in finding **creative innovative solutions for societal challenges through the Young Innovators Programme (YIP) under the Kerala Development and Innovative Strategic Council (K- DISC) a Government of Kerala initiative.** The college also participates in **national priority programs like Swachh Bharat, AIDS Awareness, and Yoga,** reflecting its alignment with national goals.

The college's **outreach initiatives** have garnered recognition from the government and NGOs. These include **empowering rural women through the 'Jagratha webinar series'**, mentoring young school students via **'Beautiful Minds'**, supporting mental health through **'Sparsham-I'**, a school Counselling programme during Covid times, providing free tuitions to students of the model school, **'Sparsham - II'**, preparing and distributing masks to health workers and other public servants during COVID 19, raising drug abuse awareness with **Vimukthi Club**, promoting human rights, environmental conservation, organizing blood donation camps, conducting speech competitions for school students, providing financial aid for Cancer patients through **'Care and Share'**, engaging with Maria Sadanam (a psycho-social rehabilitation centre) inmates, conducting social surveys, and beautifying local schools with **'Nirakoot'**. The outreach activities are carried out under the auspices of the extension wing of the college **'Shekinah', the Vimukthi club - anti - drug cell, the health club - the red ribbon club, the aided NSS unit of the college, and the Green Protocol Samithi.**

<https://stcte.ac.in/extension-outreach-activities/> - link to the outreach activities of the college

Furthermore, the college has established linkages with the schools under the Corporate Educational Agency, Diocese of Palai, and other local institutions for internship programmes and social extension activities. These collaborations facilitate practical experiences for students and foster a sense of social responsibility among the student teachers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. THOMAS COLLEGE OF TEACHER EDUCATION
Address	St. Thomas College of Teacher Education Pala 686575 Kottayam District Kerala
City	Pala
State	Kerala
Pin	686575
Website	https://stcte.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Beenamma Mathew	04822-216537	9447823393	-	stcepala@gmail.com
IQAC / CIQA coordinator	Lavina Dominic	04822-251113	9495443393	-	lavina@stcte.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	30-06-1996	View Document		
12B of UGC	30-06-1996	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	07-01-2021	110	The validity of the recognition certificate is till the institution follows the regulations of NCTE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Thomas College of Teacher Education Pala 686575 Kottayam District Kerala	Semi-urban	1.74	4860.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	UG	English	50	50
PG	MEd,Education,	24	UG	English	50	12
Doctoral (Ph.D)	PhD or DPhil ,Education,	36	PG	English	12	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				5			
Recruited	1	1	0	2	0	2	0	2	3	2	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				4			
Recruited	0	0	0	0	1	1	0	2	2	2	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	7	5	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	3	0	3	3	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	9	0	0	0	9
	Female	41	0	0	0	41
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	13	0	0	0	13
	Female	37	0	0	0	37
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	0	0
	Female	7	8	8	8
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	2	4	4	4
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2	1	1	1
	Others	0	0	0	0
General	Male	5	11	6	5
	Female	42	50	48	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		61	76	67	59

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college is preparing for NEP and getting itself transferred into a multidisciplinary institution. As part of this it seeks Professional updating of faculty. At present all except one, faculty are doctoral degree holders. The faculty attend Faculty development programmes regularly, enroll in MOOCs on SWAYAM platform, attend short term courses, orientation and refresher programmes, seminars, workshops, present research papers , publish articles in peer reviewed journals. Library augmentation - The library is fully automated. The collection of books and journals is enhanced keeping in view integration of humanities and science with STEM. The college promotes Bring Your Own Device</p>
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policy. Facilities for charging the devices and WIFI connectivity are provided. Infrastructure augmentation - The college infrastructure has been enhanced with a new building and modifications and renovations have been made to the existing structures utilising the RUSA funds . The college is a research centre in education. Four of the faculty are research guides. At present 10 Ph. D. students have enrolled. The college offers Value Added Courses to bridge the gap in university prescribed curriculum and syllabus. These courses are based on different areas such as digital teaching and learning, counselling, health and wellness, converting waste materials into artifice, yogic practices, etc. all relevant to the needs of the times. The college strives to spread awareness among faculty and students regarding NEP 2020. Two webinars were hosted to spread awareness about NEP 2020 ; one of them being a National webinar on NEP 2020. An edited book on NEP 2020 was published in collaboration with Trinity college , Jalandhar, the MoU partner of the college. Students prepared short videos on NEP 2020 as part of EBSB club activity . A senior member of the faculty is a known resource person in NEP 2020. The college strives to align itself with the Outcome Based Education (OBE) framework , though the affiliating university has not implemented it in its undergraduate programmes. The college engages in activities that promote social consciousness, sensitivity to social needs among its students and faculty. The curricular and co curricular activities are aimed at community engagement and service. The extension wing of the college , 'Shekinah' extends to the local society around . Students engaged in activities like cleaning the campus, local town, beautifying local school buildings thereby attracting little children who were back to schools after the Corona break, anti drug addiction programmes, building houses for the homeless, missing a meal to feed the the hungry, raising funds for rehabilitation of flood relief victims, and other natural disasters, empowering the rural women, promoting entrepreneurial skill among the student teachers, etc. Students develop social awareness and consciousness through these these activities.

2. Academic bank of credits (ABC):

The college is committed to spread awareness about the Academic Bank of Credit among the faculty and

	<p>students. The students are enlightened about the latest trends in assessment as part of the curricula courses. The college conducted two webinars on NEP 2020 to spread awareness on it. The college encourages students to enroll in MOOCs which are credit based. The college plans to register as Local Chapter of SWAYM/NPTEL. This will help them in adding credits to their academic scores. The college has a faculty, Dr. Sunu Austin, as the Nodal officer. Two of the faculty attended a one day orientation on SWAYAM platform conducted by Mahatma Gandhi University. The college has plans to register with the ABC system.</p>
<p>3. Skill development:</p>	<p>The college has incorporated varied activities that align with the vision and mission of the college, the curriculum of the teacher education programme, and the skill development envisioned by the NEP 2020. The teacher education programme, a professional programme aims at developing professional teachers. Therefore, the college ensures that the student teachers get a wholistic experience in teaching; connecting the different facets of life that they will have to deal with as teachers. Therefore, The college has various clubs and cells functioning under the guidance of the faculty. The clubs are assigned a period each week to conduct their activities. The students themselves plan, organise these activities. This enhances their planning, organisation skills; they learn to collaborate with others, develop skills such as - time management, communication skills, and presentation skills. Workshops on drama and art, enhance the artistic skills of the students. Classes on Yoga and Aerobics enhance the awareness of the students teachers regarding health and also equip them to transfer these knowledge and skills to their students. The college has several social extension programmes involving the local community. These develop social sensitivity and social skills among students. In addition to this, the college offers Value Added Courses namely, Online Assessment Tools, Adolescent Counselling, Yogic Practices, Aerobics, and Bottle Art. These courses fill up the gap in the prescribed university curriculum, provide updated knowledge and skills in areas closely related to teaching. The college organised a 10 day online, Capacity building programme on Climate Education and Curriculum Development in association with</p>

Bring Back Green (BBG) - A project of Mahatma Gandhi University, Kottayam. The product of the programme was a curriculum prepared by students on 'Climate Education'. The draft curriculum was submitted to the Kerala Planning Board Commission, Principal, Secretary, General Education, Govt. of Kerala and the Minister of Higher education, Govt. of Kerala. The college actively participated in virtual workshop on Vocational Education - Nai Talim - Experiential Learning (VENTEL) Action Plan conducted by Mahatma Gandhi National Council of Rural Education, Hyderabad and Dept. of Higher Education, Ministry of Education, Govt. of India. Four groups were formed based on the guidelines provided and each group under their mentors carried out socially relevant and community related activities. The college is an active participant in the Young Innovators Programme a specially designed programme under Kerala Development and Innovation Strategic Council (K-DISC). The programme aims to empower future innovators to innovate new products, services or models to meet emerging requirements, unarticulated needs, or existing market needs of the society more effectively through an innovative challenge. The students of the college were selected for their innovative ideas in a row - in 2021, 2022 and 2023. Two teams of 2022 won a cash prize worth Rs 25000 for their innovative ideas. The college promotes students self learning skills through MOOC platforms by providing the library and Wi-Fi facilities.

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

The college aligns with the National Educational Policy (NEP 2020) in transacting the knowledge of Indian culture, language, traditions and values. The curriculum of teacher education programme prescribed by the university incorporates the philosophical and sociological bases of Indian education system. The students take seminars and do assignments on topics related to the Indian system of education as envisioned by philosophers great like Rabindranath Tagore, Swami Vivekananda, Gandhiji's Philosophy of Basic Education, Nai Talim. The college observes - Mathru Bhasha Day - Has been a venue for the inauguration of Samagra Saksharatha Pala Project, a project to promote the Mother tongue at schools and to enhance the quality of teaching and learning of Malayalam. The students

	<p>also participated in the distribution of booklets on Malayalam alphabet during their internship. Teaching and learning are offered in a bilingual mode- i.e. in Malayalam and English. Examinations can also be written in any of these languages. Yoga is taught as part of the curriculum. Days of national importance are observed - State festivals such as Onam is celebrated - All these instil in the minds of the students respect and love for the nation and Indian values and traditions Observance of Kerala-Piravi - Kerala Formation Day promotes the love for mother land and language. Ek Bharath Shrest Bharath (EBSB) The college is an active participant in the activities of Ek Bharath Shrest Bharath (EBSB). All students are members of the EBSB club. Numerous programmes were conducted as part of the EBSB about the twinning Himmachal Pradesh , the twinning State. The college had linkage with Govt. college of Salooni, H.P. Even during the COVID times , the club was active. The reports of the club are uploaded in the EBSB portal https://ekbharat.gov.in/ActionPlanActionReport/Report?Type=6aXAwUH59qCsqt9Ld54Gdg== and the college website. https://stcte.ac.in/wp-content/uploads/2024/05/ebsb.pdf Teaching in Hindi during internship to cater to the needs of children of migrant workers The students of the college besides teaching in Malayalam and English , at times also teach in Hindi to cater to the diverse needs of their students during their internship.</p>
5. Focus on Outcome based education (OBE):	<p>The college as a step towards the implementation of Outcome Based Education, a major curricular reform envisaged by the NEP 2020, conducted a workshop for the faculty of the college to formulate the Programme Learning Outcomes (PLO), Course learning Outcomes (CLO) for the teacher education programmes at B.Ed. and M.Ed. levels. A senior faculty and also a known resource person in OBE guided the faculty in designing the PLOs and CLOs. Members of the faculty attended MOOCs on OBE to get oriented towards the OBE. The college familiarises the newly inducted students with the PLOs and CLOs during the ' Bridge Course'. The PLOs and CLOs formulated are posted in the college website. https://stcte.ac.in/wp-content/uploads/2024/05/plo-clo.pdf</p>
6. Distance education/online education:	<p>The college utilizes an LMS alongside the Google Workspace provided through the institutional Google</p>

ID (stcte.ac.in). Both faculty and students leverage these platforms for teaching and learning. The college encourages students to utilise the online resources available for enriching their experience. They are encouraged to enroll in MOOCs and other online courses as part of their self-learning journey, enriching the existing curriculum. A Value Added Course in 'Online Assessment Tools' is offered to keep students updated with the latest digital tools for teaching and assessment. The college plans to offer its Value Added Courses online through its LMS in the future. Faculty members have created e-content related to their respective subjects, and four faculty members have their own websites. The college emphasizes the importance of digital and online teaching skills, ensuring students are well-trained in these areas. All students maintain blogs and create e-learning materials using various apps for school-level subjects. The course in 'Educational Technology' familiarizes students with the latest trends in digital classroom technology. Students have also prepared digital learning materials, digital albums, digital magazines, podcasts, and online quiz materials, all of which are available on the college library website. website link of college library <https://sites.google.com/stcte.ac.in/stctelibrarypala>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. An Electoral Literacy Club functions in the college. Dr. Sunu Austin, Senior faculty is in charge of the club. Ms. Pearl Annie Sen is the student coordinator. All students are members of the club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	The club conducts programmes - observes the Independence Day, Republic Day, Constitution Day, National Voters' Day, organises talks on national importance, conducts quizzes, debates on topics of national importance, take pledges on national integration on National Integration Day. A few students have worked as volunteers on Parliamentary and State Legislative election days at different polling stations.

commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students painted the walls of the college 'Freedom Wall', as part of the 'Aazdi Ka Amruth Utsav' - 2022 - paintings of national leaders, freedom struggle. An exhibition was conducted on the theme 'Indian independence' on the occasion. The faculty and staff are regular participants in the electoral process. They have served as Presiding officers, first, second and third polling officers on election days. The college election is conducted in the model of the parliamentary election. The student union comprises members elected from each optional subject class. The office bearers of the student union are elected from these elected representatives. The student union election is a valuable learning experience for the students in the parliamentary mode of election. Students conduct surveys on topics of social importance as part of the practicums of the theory courses. These surveys create a feeling of patriotism and also social sensitiveness among students. At M.Ed. level students have taken topics of national importance and democratic values for their dissertation work.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students who join the B.Ed. (UG) programme are of minimum 20 years when they join for the programme. So, all are eligible and are often enrolled in the electoral roll. Ahead of elections the college sensitises and motivates its students on the obligation to exercise one's right to vote at elections. The electoral literacy club observes 'Voters' Day' every year. Students take pledge to exercise their right to vote.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
133	137	124	119	114
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
72	64	57	60	53
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
72	64	57	60	53
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
61	76	67	59	64
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
133.981	79.728	50.304	95.588	39.647
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 40

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institutional process of planning curriculum transaction

The institution has a unique practice of planning, reviewing, revising curriculum, and adapting it to the local context /situation. Aligning with the plan of the **affiliated university, NCTE norms, and the institution's Vision and Mission**, the management envisages a plan to implement the curriculum. Whenever the university/ NCTE revises or clarifies the curriculum or its function, the institution cooperates with them and does its best to implement it. **The workload of teachers, the duration of the semester and exams, the conduct of examinations (internal, model, practical, and university), semester breaks, Onam and Christmas Holidays, and summer vacation are all arranged according to the academic calendar and the schedule published by the university in each academic year.** To fulfill the above-mentioned, the institutional planning process entails:

- 1. IQAC meetings.*
- 2. In-house curriculum planning committee meeting.*
- 3. Staff Council (M.Ed., B.Ed., and non-teaching staff)*
- 4. Program-specific staff meetings -M.Ed. and B.Ed. programs and*
- 5. Executive meetings of various committees, clubs, and associations.*

Reviewing the curriculum delivery

For reviewing the curriculum implementation, the institution makes use of:

- *The feedback regarding the curriculum from students, teachers, teaching practice school heads, employers, and external examiners,*
- *The discussion on the Pros and cons of the plan during the staff meeting*
- *The annual Academic and Administrative Audit by the Experts appointed by the Governing body*
- *Formal and informal Grievances from stakeholders*

Revising the curriculum implementation, the institution focuses on:

- *Feedback analysis report*
- *Revised notifications from University/ NCTE/ State Government*
- *Suggestions for Academic and Administrative Audit*
- *Formal and informal suggestions from stakeholders*
- *Unforeseen situations like natural disasters and pandemics*

Institution's process of adapting curriculum to the local context

The institution is very particular about addressing contemporary societal issues, inculcating social, moral, spiritual, and personal values, and adapting recent updates to the teaching-learning process. The institution's process involves

- *Form committees with local community leaders, experts in teacher education, teachers, alumni, students, parents, and administrators.*
- *Observe national and international days and train teacher trainees to be proactive towards AIDS, Drugs, ragging, natural disasters, and pandemics through Street Play, flash mobs, skits, panel discussions, awareness classes, exhibitions, and community-based campaigns.*
- *Utilising community resources (Field trips, projects, surveys, visiting welfare centres, special schools, govt. hospitals)*
- *Creating linkage with agencies that stand for the upliftment of women, children, and the marginalised.*
- *Interview and interaction with eminent personalities in the field of education.*
- *Identifying and utilising the creative skills of teacher trainees to enhance the attractiveness and effectiveness of local schools' teaching-learning process (wall painting, special coaching to backward students, distributing E-content, and Arranging competitions for school students).*

- *Organising seminars/workshops on contemporary/local issues*
- *Cooperate with the initiatives of the local bodies – Municipality, ‘Haritha Karma Sena, (Garbage collection scheme)’ Excise office and ‘Swachhata Mission’ (Rural development programme).*

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

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 4.6**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	6	6	4

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 63.8**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
131	50	110	59	50

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 49.92**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
89	49	98	26	51

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response:**1. Fundamental or coherent understanding.**

The **B.Ed. and M.Ed. curricula** are meticulously crafted to impart comprehensive theoretical knowledge in education. This is reflected in the aims of these programmes and the syllabi structure. The Core courses delve into education's philosophical, sociological, psychological, and technological underpinnings, drawing from recommendations by various commissions, national curriculum frameworks, and educational policies. Detailed discussions deal with different topics including Indian and Western educational concepts, the Indian constitution, recent educational trends, Indian schools of philosophy, and curriculum design, fostering a deep understanding of education.

These courses aim to:

- *Foster an understanding of the philosophical foundations of education and their practical application for improving educational standards*

- *Cultivate an ability for philosophical inquiry, serving as a foundation for educational endeavours*
- *Explore human concerns and the role of philosophy in addressing them, honing skills for analysing societal issues from a philosophical standpoint*
- *Highlight the contributions of significant philosophical schools to educational theory and practice*

The Pedagogical courses further enhance understanding by exploring the disciplinary dimensions and professional development of teaching. Knowledge of childhood, educational psychology, learning theories, and practical experiences in pedagogy courses enrich the teacher education field. Practicum activities complement the understanding gained from core and elective courses, providing firsthand learning experiences.

2. Procedural knowledge creates teachers for different levels of school education skills that are specific to one's chosen specialization.

The curriculum not only aims to impart theoretical knowledge but also emphasizes practical applications of the theories. Activities such as **preparing micro-teaching lesson plans, link practice lessons, and engaging in discussions and criticism sessions equip teacher trainees with the skills to develop effective teaching strategies. Each core and pedagogical course are complemented by practicum experiences**, which either reinforce theoretical concepts or focus on developing teaching-learning tools specific to one's specialization.

Practicum sessions in B. Ed. and M.Ed. are designed to provide firsthand experiences in preparing teaching materials and action plans. Field visits like Anganwadi visits, special school visits, familiarise students with the ongoing practices of administration as well as the curricular and co-curricular activities in the schools. These activities are valuable experiences for the teacher educands, as they get to know how to behave and respond in each educational situation.

The induction period offers valuable opportunities for teacher trainees to learn effective teaching methods and tackle professional challenges. **Observing expert classes, conducting school visits to analyse their functioning, critiquing assessment processes, and taking part in practical sessions on teaching, IT-related material development, improvised aids creation, scriptwriting, theatre arts, yoga, and physical education enhance procedural knowledge that support teaching and classroom management.**

3. Capability to extrapolate from what one has learnt and apply bought competencies

The B.Ed. programme entails a four-month internship at the secondary level. Additionally, as part of the M.Ed. programme, there is a separate 30-day internship at primary and secondary teacher education institutions.

The B. Ed. Internship encompass various aspects, **including 50 lessons within their specialization, managing classroom issues, finding learning difficulties and providing solutions, conducting case studies, employing flexible instructional techniques, assessing students, creating IT-supported materials and other teaching aids, mentoring students, and fostering a conducive learning environment. Such opportunities allow them to extrapolate and apply their acquired competencies effectively.**

During the M. Ed. Internship, each teacher trainee must conduct a minimum of five classes at these institutions under the supervision of the respective teacher educators. During this period, they put into practice the skills they have learned and familiarized themselves with beforehand.

Furthermore, engaging in activities such as preparing school students for exhibitions and academic or non-academic competitions, providing extra support for struggling students, arranging club activities for students, leading physical education classes and yoga sessions, and various other tasks encountered during internships help students realize the practical relevance of their learning. These experiences and college-organized programmes serve as platforms for students to apply and refine their competencies.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Emotional intelligence, critical thinking, negotiation, and communication skills, as well as collaboration with others, hold immense importance in the field of teacher education. The practical components of both the third and fourth semester of B. Ed. and M. Ed. programmes are particularly instrumental in cultivating these essential abilities.

Engaging in activities such as organizing and taking part in community living camps and study tours greatly contributes to the development of emotional intelligence, communication skills, and the capacity for collaboration. Additionally, tasks like crafting creative lesson plans, **undertaking projects, preparing tools, selecting relevant topics, conducting dissertations, performing statistical analyses and interpretations, reviewing journals and films, creating documentaries and short films, writing articles, maintaining reflective journals, practical sessions in Communicative English, organizing and partaking in sports and arts festivals, conducting SWOT analyses, formulating personal visions and missions**, scripting dramas based on one's specialization, and engaging in SUPW (Socially Useful Productive Work) services and product creation are individual opportunities for honing the above-mentioned skills and competencies

Furthermore, taking part in **seminars, workshops, extension and outreach activities, presenting and publishing papers, assuming leadership roles in programme organization, celebrating festivals, commemorating significant days, interacting with local communities, engaging in competitions, and planning and structuring activities** are additional avenues through which these skills can be developed.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The curricula of the B. Ed. and M. Ed. Programmes provide different chances for students to become acquainted with diversities in the school system.

The discussion of the courses: Contemporary India and Education , Knowledge and Curriculum, and Assessment for Learning of B. Ed. Programme and Trends, Issues, Innovations and Research in Teacher Education, Context and Issues of Elementary Education, Higher Education, Curriculum Development and Transaction, Advanced Philosophy of Education, Environmental Education, Educational Evaluation, Context and Issues of Secondary and Senior Secondary Education of the M. Ed Programmeme help students to gain theoretical knowledge about the diversities of school system in India at - Elementary, Secondary and Senior secondary levels.

The B.Ed. and M.Ed. programmes include practicals and practicums which help to familiarize students with the diversities of school education. The topics of the practicals and practicums include :

Analysis of prevailing assessment practices in schools , Compare and Contrast the Evaluation Systems in the School Leaving Examinations of STATE, CBSE AND ICSE, Critical Analysis of Education Policies of Central and State Government, A comparative study of the pre-service teacher education programme at primary, and secondary levels in terms of duration, organization, transaction and evaluation , Prepare a questionnaire for evaluating curriculum for any standard at elementary level, Make comparative Study of two syllabi of standard I – Kerala State Government and CBSE, Critical analysis of existing curriculum at various levels- elementary, secondary, senior secondary, Prepare a report on Educational Developments in British Period in India and its reflection in the Post-independent Educational system, prepare a report on major highlights of different disciplines in NCF/KCF, Educational journal review, Organising workshops for preparation and administration of different assessment tools like achievement test, diagnostic test, self-assessment tools, Rubrics, and psychological tools for assessment.

Peer evaluation during micro teaching, link practice, criticism classes and internship programme are the

other sources to familiarize students with the diverse school systems around the world.

In addition to this, the institution arranges programmes such as:

- *Interaction with eminent personalities*
- *Seminars/ Webinar/workshop*
- *A Look at the Diverse School System- A reference material prepared by the college to familiarize students with diversity in school systems (i)in India, (ii) other countries and (iii) Experiences of Alumni Abroad*
- *Interaction with Alumni working in different school systems , Heads of the institutions (especially schools)*
- *International Faculty Sharing Programme*

The youth empowerment programme (Seminar) on the topic – ‘Teacher as Career Guides’, held on 20 December 2022 enlightened the students with norms and standards of school systems. **The Seminar on National Education Policy (NEP) 2020** at Mar Augusthinose College Ramapuram, on 17 June 2022, served as a valuable platform for the M.Ed. students and educators to grasp the intricacies of the new policy. **The Global Academic Carnival organized by Mahatma Gandhi University** from 17 to 19 January 2023 fostered awareness about academic research programmes, start-ups, and translational research among students. **The interaction sessions with the Alumni and eminent personalities** each year enlighten students with the present system of Education. **The reflections on sharing of experience of the alumni abroad and in other States, the write up on the educational systems in various countries** strengthen the experience and awareness of our students.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Students derive professionally relevant understanding and consolidate these into professional acumen from the wide range of curricular experiences provided during the Teacher Education Programme.

The teacher education programme provides the students with curricular experiences to derive a relevant understanding of the profession.

The institution fosters a culture of self-assessment and forward planning among its students, **encouraging them to undertake SWOT analyses and craft their own Vision and Mission statements. This proactive approach serves as a compass for their professional journey. The curriculum is designed to offer a diverse array of experiences, including community living camps, study tours, doing project, article publication, research article review, film/documentary production, interviews with renowned educators, research paper presentations, surveys on contemporary issues, software proficiency training, peer evaluations, assessment tool development, data analysis, thesis composition, and workshops on ICT.**

The communicative English classes on oral communication, written communication, functional writing and soft skills and social skills prepare students to face the challenges in future with confidence. These experiential learning opportunities enable students to bridge theoretical knowledge with practical application. Reflective journaling and portfolio development further deepen their understanding by prompting reflection on completed tasks and strategies for future career enhancement. Such experiences not only lay a solid foundation for further academic pursuits but also nurture critical thinking skills essential for professional success. The criticism classes, observation of micro-teaching and link practices, feedback mechanism, and reflective journal writing develop a critical and analytical mind, which leads to professionalism.

Engagement with the fields (College Based, School Based and Community-Based Practical) enhance professional abilities -Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT and Understanding the Self among teacher trainees.

A professional in the field of teaching is well known with the changes in the field of education, knowing the challenges, expectations, gaps and preparing themselves to face the challenges. Interaction with eminent personalities in Alumni, interviewing eminent teachers in their own locality, engaging in various activities other than mere teaching during the internship, doing services along with the society, practising green protocol, zero waste management, getting and giving awareness about, women's rights, POCSO rules, drug addiction, Anti Ragging, Miss- a-Meal programme, care and share, financial support to peers, celebrating festivals, observing Independence Day, Republic Day, EBSB club, all inculcate national brotherhood, empathy and social commitment among would be teachers.

Training in Yoga, Aerobics, first aid, and counselling help to develop interpersonal relationships.

Promoting MOOC, YIP (Young Innovative Projects) and other self- study courses widen their practical knowledge and confidence in taking initiatives.

The Value-Added Courses extend the classroom to the field and the student teachers gain practical experience.

The values education classes, and Life Guidance seminars provide awareness about social, moral cultural and spiritual values.

The elective courses- Guidance and Counselling, Special education and Health and Physical Education provide practical experiences to manage students with special needs, talents and to cater diversity among them.

Activities other than academic requirements, such as being resource persons, judges in competitions, sub editors of edited books, organising programmes and activities, creating videos, digital posters, brochures, taking part in flash mobs, equip students with soft skills to become leaders in the society.

The coaching classes for competitive examinations, Career guidance, and Campus recruitment encourage professional motives.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 65.4

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

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 66.32

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	12	13	11

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.53

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	0	1

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

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..

Response:

The college administers a comprehensive entry-level test during the initial week of students' enrolment in the teacher education program. The learning needs of the students are identified at the time of admission, orientation and bridge course, entry-level test and mentoring at the beginning of the programme.

- The entry-level test serves to identify each student's unique learning needs, teaching aptitude, abilities, professional interests, learning readiness, and overall outlook. The results of this assessment are then shared with the assigned mentor teachers, along with brief student backgrounds, to enable them to provide guidance tailored to each individual's requirements.
- The careful analysis of the entry-level need assessment, the college plan activities and programmes for the students for the coming academic years.
- Based on the entry-level test results, mentors' observations, and feedback, the college designs customized training sessions for students throughout the academic year. These sessions cater to their specific interests and needs, such as preparing for the NET, SET, CTET/KTET examinations, and more. This personalized approach ensures that students receive targeted support to enhance their skills and knowledge in areas they are passionate about or require additional assistance.
- The college offers diverse opportunities for students to engage in various activities beyond the classroom based on the need of the students identified at the entry level. These include publishing their work, participating in community outreach programs through NSS and college extension activities, conducting research (including smaller projects), and taking part in cultural events. These experiences not only broaden their horizons but also help them develop essential skills such as communication, teamwork, and critical thinking.
- The college's primary aim is to provide a supportive and nurturing environment that enables students to excel academically, personally, and socially during their college tenure. By administering an entry-level test, providing customized training sessions, and offering a wide range of extracurricular activities, the college ensures that each student receives the necessary support to reach their full potential.
- The college's approach to student development is comprehensive and tailored to individual needs.
- By identifying each student's strengths, weaknesses, and interests through an entry-level test, the college provides targeted support and diverse opportunities for growth. This holistic approach not only enhances academic performance but also fosters personal and social development, preparing students for successful careers in the teaching profession.

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

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.31

2.2.4.1 Number of mentors in the Institution

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

The college offers multiple modes of the teaching-learning process. The college follows the guidelines of the university along with the different modes of teaching-learning adopted by the teachers.

- Educators employ a diverse array of teaching methods to enrich the learning experience for students. These approaches include experiential learning, participative approaches, problem-solving techniques, brainstorming sessions, focused group discussions, and online platforms.
- Experiential learning involves hands-on experiences that deepen students' understanding of concepts. By actively engaging with the subject matter, learners gain first-hand knowledge that is more enduring and transferable than information acquired through passive instruction.
- Participative learning encourages active student involvement, fostering a deeper level of engagement and understanding.
- Problem-solving methodologies cultivate critical thinking skills, as students work to identify and address real-world challenges. Action research, case studies, diagnostic tests, social surveys, projects, etc are used under problem-solving methods.
- Brainstorming sessions, on the other hand, facilitate the creative exploration of ideas, allowing students to think outside the box and generate innovative solutions.
- Focused group discussions enable in-depth exploration of specific topics, promoting collaborative learning and the exchange of diverse perspectives. The online mode facilitates access to vast educational resources and interactive learning opportunities, expanding the reach and flexibility of the learning experience.
- Educators carefully select, from a wide range of additional techniques, such as collaborative learning, demonstrations, field trips, seminars, projects, and multimedia presentations, to cater to the unique requirements of different courses and learning objectives. These methods aim to engage students effectively and enhance their comprehension, critical thinking, and application

abilities across various subject areas.

- Different methods are 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. They are; Brain Storming, Buzz Sessions, Seminar presentations, Assignments, Projects, Problem-solving sessions, 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, etc.
- The other techniques are as follows; Collaborative learning, Demonstration method, Interdisciplinary method, Field trip, Individual interaction and guidelines, Encouraging to raise questions in the class, Lecture cum discussion method, Brainstorming, co-operative learning, Small group discussion, Seminars, projects, PowerPoint presentations by students, Test paper, News board maintaining (mathematical/science/social 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, etc.
- Blended learning, Communicative English, Art and Drama, Yoga, etc are used.

The diverse teaching approaches employed by educators, including experiential learning, participative approaches, problem-solving techniques, brainstorming, focused group discussions, and online platforms, work in tandem to create a rich and engaging learning environment that fosters deep understanding, critical thinking, and the application of knowledge in real-world contexts. The teachers note the mode of approach and methods of classroom interaction in the teacher's diary provided to them.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 30

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	6	1	2

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 72.18

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 96

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

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Teachers of this college continually support students, starting with gathering detailed information upon their arrival and assigning them to mentors based on their individual profiles.

- During the orientation programme and bridge course, the students receive details and practices of the mentoring services of the college.
- Each mentor takes five students each academic year, considering their unique characteristics and needs. This personalised approach allows students to have one-on-one discussions with mentors before or after classes to address concerns and difficulties. Moreover, teachers and students are encouraged to collaborate in group settings. The student's personal, academic and professional needs are addressed through the mentoring process.
- The 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.
- The teachers provide financial help to the needy students.
- Besides 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 including value-added courses and address emotional challenges students may face, ensuring a holistic approach to mentoring that supports students both academically and personally.
- The mentoring support system of the college ensures that students receive tailored guidance while staying updated on the latest educational advancements and life-related developments.
- Based on the suggestions by the mentors the needy students are provided financial support, personal guidance and career support.
- Mentoring assistance is given to the students before the examination, induction, internship and other activities of the college. After the examination and also during the internship is provided as per the need.
- The mentoring addresses work stress, balancing home and institution, time management, life guidance sessions, healthy family relationships, etc.

- A mentoring record of each student is kept by the mentor teacher. This record contains a brief summary of the personal and academic details of the mentor student and the teacher notes down the important sharing of the students and the help provided.
- The personal details, educational history, family details, academic performance, participation in co-curricular activities, special information if any, motivation, strengths, weaknesses, opportunities, threats, interests, goals, support and the observation of the mentor teacher with date are given in the mentoring record.
- Personal care is given to the students for developing professional attributes through training for presentation and publications of papers in edited books, journals, etc research, communication, global competency training and so on.
- At the end of the academic year, the Principal of the college verify and signs the mentoring report submitted by each mentor teacher.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

Students receive special training and programmes 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.

- For developing creativity the students are trained for PODCASTS, Flip Book, Digital Album Documentary, College magazine, etc. The creative project called 'Nirakkooth' with a tagline "Adding colours to life" is an extension program of the B.Ed student teachers, serving as an outlet for their creative energy and service mentality. The objectives of the Nirakkooth project were to create a learning environment through murals, foster social commitment in students and teachers, make schools attractive for young learners getting ready for school life after a gap of lockdown and intermittent classes, and give wings to student teachers' creativity and innovativeness. This project was completed in 14 schools in the Kottayam district of Kerala.
- For developing empathy and social skills, activities are organized through the National Service Scheme, Home Project - homes for the homeless (completed 5 houses for the needy including our students), Care and Share (uplifting cancer patients with hope and resilience), Sparsham (a comprehensive project for students enrichment – emotional, social and academic) Meenachil River cleaning, Laver (cleaning solution), waste bin cleaning, orphanage visits, Misa Meal Programme, activities in the Psycho-Social Rehabilitation Centre (Mariasadhanam), campus and nearby local beautification.
- The Young Innovative Programme of K-DISC (Kerala Development and Innovation Strategy Council) involves students sharing unique ideas to develop intellectual and thinking skills. The innovative ideas of students from four batches of the B.Ed Programme were selected at the district and state levels, and their participation has received confirmation and acceptance from the Government of Kerala and received a cash prize of Rs. 50,000 for our students. It's a platform where innovative student ideas are recognized and supported.
- The students organised a programme called Beautiful Minds (motivation and mentoring; exploring special talents and capabilities of the school students)

- To develop innovativeness, intellectual, and thinking skills, students handle inventive projects and publish their collections 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.
- Training is given for preparing creative projects, seminar presentations, paper submissions, and publications.
- Visually challenged 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 with 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.
- The programmes like Blood Donation, Community Living camps, and various activities of NSS also develop creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** A. All of the above

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

2.4.7**A variety of assignments given and assessed for theory courses through**

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

The internship programme is systematically planned by the staff council, calendar committee and

examination committee of the college.

- The Principal of the college 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 the school principals, headmasters, and concerned 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 15-20 or more schools are selected for the internship program, ensuring a diversity 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, art exhibitions, and more.
- The schedule for induction and internship was planned and intimated to the students in time. The activities include: Preparation for Value Education Class, Unit Plan, Workshop on preparation of charts and models, Preparation of 3 Physical Education Lesson Plans, Submission of record with unit plan and workshop report, Preparation of 3 Yoga lesson plans, Case Study based on learning problems of school pupils (one reflective journal entry), Preparation of 2 Health Education Lesson Plans, Administration of Club Activity, Preparation of self-assessment tool, Preparation and submission of Lesson Plan on Different Art Forms, Submission of two innovative charts, Peer observation, Unit test followed by Diagnostic test preparation, Submission of record with report of club activity and peer observation, Administration of self-assessment tool, Action research (preparation & implementation of Action Plan), Submission of record with report of self-assessment tool, Administration of Diagnostic test, Preparation of LAC lesson plans, Submission of two models, Preparation and administration of an activity to conscientise national integration, Remedial Programme, Preparation of Achievement Test, Portfolios of all works mentioned above, Submission of report of Action Research, Achievement Test (Administration & Analysis), Completion of record, reflective journals, and remaining portfolios.
- Field internship is a compulsory part of the M.Ed. Programme that involves periods of supervised training systematically organised by the institution.
- At the M.Ed level the teacher educand is expected to familiarise themselves with the ongoing practices of administration as well as the curricular and co-curricular activities in the Schools, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the areas of specialisation opted for study from Thematic Clusters A, B, and C.
- Each teacher educand at the M.Ed level has to take a minimum of five classes in the Primary and Secondary Teacher Education Institutions under the supervision of the teacher educator from the respective institutions. Separate records/reports were maintained for the activities undertaken in each Institution during the internship. The field internships, in the third semester (40 days) and fourth semester (45 days), were scheduled and assessed as part of continuous internal evaluation.

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

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 4.24

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 17

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The College adopts effective monitoring mechanisms during the internship programme conducted in 15-25 schools for B.Ed and M.Ed trainees.

- The internship schedule is prepared and given to the students and the details are briefed to the school teachers and the head of the school.
- For the B.Ed, all the teacher trainees took 50 classes in school subjects, 2 value education, 2 language across curriculum classes, 8 health, physical education and yoga classes, 2 art education, and one class on adolescent problems.
- The interns are directed to be actively involved in all the school-based activities in terms of PTA meetings, mentoring, organising school assemblies, activities of the clubs and forums etc.
- The student-teacher supervision diary is given to all teacher trainees and they write their responses after each class as a self-evaluation process, the peer evaluation is done and noted in the diary, and the teachers of the school and the mentoring teacher of the teacher education institution is also evaluating the class and responses will be noted in the supervision diary. The trainees study the brief history and activity of the school and prepare a report of the same and note it down in the supervision diary.
- The headmaster/principal of the school also evaluates the classes and note their comments in the supervision diary and also inform the Principal of the college.
- The teachers and the head of the institution of the schools give effective feedback to the concerned subject teachers and the college principal regarding the internship classes of the teacher trainees.
- The evaluation of the teacher trainees is done by self, peers, teacher educators, school teachers, school principal and the college principal. This feedback loop ensures comprehensive evaluation from various perspectives: self, peers, teacher educators, school teachers, and school principals. This process not only aids trainees in self-assessment but also provides a holistic understanding of their performance and impact on the schools.
- The teacher educators visit the schools and evaluate the classes and performance of the interns at the school. The evaluation proforma and the rubrics for the practical works are used for evaluation and monitoring.
- The Principal of the college visit all the schools and classes of all the interns during the internship period. The suggestions and corrections are given accordingly and the teachers and peer evaluators write the comments in the supervision diary of the students.

- 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	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 81.25

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 13

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 11.88

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

Response: 190

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The teachers of this college update professionally through attending various programmes and visits to nationally and internationally reputed institutions.

- The faculty of the college professionally update themselves through seminars, conferences, workshops, and faculty exchange programmes
- The teachers attend faculty development programmes organised by government and recognised agencies, orientation and refresher programmes through online and offline modes.
- The faculty members of the college are actively involved in the University decision bodies such as the Board of Studies, Curriculum Revision Committee, and Academic Council and Senate of various independent institutions and agencies.
- The teachers act as resource persons and participants for various international, national and regional conferences and seminars and also act as moderators of paper presentations sessions. Some of the teachers are evaluators of examination papers from other universities.
- Four members of the faculty act as research guides in education and supervise research in different areas and current developments in education.
- The faculty of the college is encouraged to participate in and visit international programmes and countries. Teachers play a crucial role in the ever-evolving landscape of education, going beyond the confines of 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, teachers form a nexus of knowledge, sharing valuable information not only among colleagues but also with external institutions.

- The teachers actively participate in disseminating and acquiring knowledge about policies, regulations, and emerging educational paradigms.
- The faculty members of the college engage in Faculty Development Programs to revitalize and enhance their professional skills. They also participate 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 professional organisations such as the World Council for Curriculum and Instruction (WCCI), Society of Innovative Researchers and Academicians (SIRA), Council for Teacher Education (CTE), Association of International Researchers of Indian Origin (AIRIO-USA) and All Kerala Training College Teachers Association (KTCTA), the teachers attended various professional development programmes and participation.
- The teachers also participated in various discussions on National Education Policy 2020, ITEP Programme, and recent developments in technology, research, and Online courses .
- The faculty organised a number of national and regional seminars and conferences in the college.
- The teachers authored a number of books related to different themes of education which are recognised as reference books by the university.
- The peer-reviewed college journal 'Educational Extracts' provides opportunities for the faculty to publish quality research papers and update themselves.
- The teachers of the college in collaboration with another institution under the MOU published a book on NEP 2020 after multi-level discussions and preparations.
- The teachers' commitment to professional growth extends beyond personal enrichment, enriching the educational landscape and nurturing a culture of continuous improvement. The in-house discussions in IQAC, staff council, various committees and forums and the activities planned and implemented keep the teachers updated professionally.
- After attending the seminars, conferences and other academic deliberations and courses, the teachers brief the content and experiences with their colleagues.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The college is affiliated to Mahatma Gandhi University Kottayam, Kerala strictly follows the evaluation scheme stipulated by the university curriculum.

- Based on the discussion in the examination committee, academic calendar committee and in-house curriculum committee the college decides the schedule of the internal examination and is noted in the calendar. The calendar is given to all the faculty and students at the beginning of the academic year and is also published on the college website. In college, students are evaluated continuously for the 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 portfolios and detailed reports for their practical work, assessed by educators using specific rubrics. The rubrics are prepared based on the Outcome Based Education Manual of the college in tune with the stated PLOs and CLOs.
- 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/rubrics.
- The evaluation of practical courses uses tools and criteria made by the educators for accurate assessment.
- Various practical tasks such as social surveys, identification of adolescent problems, projects, diagnostic tests, self-assessments, SWOT analysis, journal reviews, case studies, portfolios, participation in sports and games, teaching manual preparation for various classes, and action research undergo assessment using distinct criteria and rubrics.
- The internal evaluation of the theory courses is done through class tests and the related practicum. The schedule of the internal examinations is pre-planned and noted in the academic calendar.
- The assessment for practical courses involves tailored instruments and criteria for assessing various practicals and practicums based on specific criteria such as topic relevance, creativity, procedure, and submission timing.
- Across semesters I to IV, marks allotted for the practical assessments are 160, 220, 540, and 340 respectively, ensuring a balanced evaluation between theory and practicals in the B.Ed programme.
- The schedule of the internal exams is noted in the academic calendar prepared and the printed copy is given to the students and faculty at the beginning of the classes. The internal marks are published in the notice board and the student has all rights to know, how the teacher arrived at the marks. The course coordinator, college coordinator and the head of the institution diligently oversee this continuous evaluation process and the timely submission of the practical and practicum works done by the students.
- To address the grievances of the students regarding the internal assessment a three-level Grievance Redressal mechanism is envisaged at the teacher, Principal, and University levels.

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the

following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

The college formed a Grievances Redressal Committee (GRC) in line with directions from the Government of Kerala and Mahatma Gandhi University to solve the grievances of the students and staff. The committee ensure the mechanism of internal evaluation is transparent, time-bound and robust. The details of the Committee is noted in the college calendar and in the syllabus of the university.

- The GRC operates effectively at various levels - Teacher, Principal, and University - addressing concerns raised by students. The responsibility of the internal assessment is vested in the course coordinator. Each course coordinator prepares the internal assessment marks/grades and submitted to the Principal of the college after the verification by the college coordinator.
- The internal marks are published, reviewed based on student feedback, and modified accordingly under the authority of the 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.

- The internal evaluation is strictly based on the guidelines given by the University and the rubrics followed in the institution.
- In order to address the grievances of the students regarding the internal assessment a three-level Grievance Redressal mechanism is envisaged.
- The department-level grievance redressal mechanism is chaired by the College Co-ordinator, the Course coordinator and the faculty advisor as members.
- At the college level, a committee with the Principal as Chairman, college coordinator, course coordinator and faculty advisor as members.
- At the university level, a committee constituted by the Vice-Chancellor as chairman and Pro-Vice Chancellor, Convenor; Syndicate sub-committee on students discipline and welfare chairman, board of examinations as members and the controller of examinations as member secretary.
- The internal assessment of all components of theory courses is published before the University Examinations and is acknowledged by the students. All the documents and evidence of the practical courses are made available before the External Examination board constituted by the University.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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.

- The academic calendar is prepared by the college handbook and calendar committee in consultation with in-house curriculum planning committee, IQAC, staff council, student council, examination committee, dean of student welfare, etc. The calendar prepared is presented before the IQAC and staff council for approval and suggestions. The calendar is prepared based on the NCTE, University and State Government rules and regulations and also the university calendar of the year and the calendar of previous years of the college. The calendar committee and the examination committee of the college periodically assess and update the academic calendar.
- The handbook and calendar serve as a comprehensive guide, starting from the inauguration of the academic year, orientation to the course, bridge course, value-added courses, detailing the internal and external examination, intramural cultural competitions, arts day, college day, sports day and all other activities such as the celebration of important days and events, community-related

activities, induction and internship programmes. 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.
- The details noted in the college calendar are informed through websites and printed copies of the calendar are given to the faculty and students.
- The monthly staff council meeting reviews the activity planned in the calendar and implemented.
- The internal examination schedule is pre-planned and informed through the academic calendar. Two internal examinations are conducted for each course in each semester and are noted in the calendar.
- The teachers submit the internal evaluation marks/grades within the stipulated date given by the Principal of the college and controller of examinations.
- The internal examination process is aligned with the academic calendar of the college.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

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.

- Based on the vision, mission and objectives of this college, the students are encouraged to contribute to the betterment of society,
- 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 processes, 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 of the institution harmonise with the established PLOs and CLOs, ensuring a consistent and cohesive approach to assessment in accordance with the intended learning objectives.
- The internal evaluation is based on the criteria prepared based on the stated PLOs and CLOs. The internal evaluation focuses on theory and practice components in different courses.
- All the internal and practical evaluation process is strictly based on the LOs listed and published.
- The prospectus of the college clearly presents the details of the outcomes of the programmes, and courses offered, including core courses, pedagogic courses, associated elective courses and practical courses.
- The research skills and competencies are ensured at the B.Ed and M.Ed levels through surveys, projects and dissertations.
- The students emerge as professionals and professional educators through various scholastic, co-scholastic and extension activities. The activities such as adolescent counselling (SPARSAM), Health and Sports activities, Rural women empowerment programme (JAGRATHA), Miss-A-Meal programme developing compassion and social responsibility, Young Innovators Programme (YIP) show the commitment of the institution based on the vision, mission and the LOs.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
72	64	57	60	53

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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. The 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.

- Every year the result analysis of the B.Ed and M.Ed programmes were conducted to understand the achievement level of the students. Also the entry-level academic marks were compared with the final results to understand the increase in the achievement level of the students.
- This entry-exit result comparison gives a clear picture of the achievement of students in this institution.
- In addition to that, 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. Peer Assessment of the lessons, Reflective Journal writing, Preparation of the Portfolios, ICT use, and all other activities such as Seminars, Presentations, and Projects help the students to achieve the CLOs and PLOs.
- 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.
- The students' active involvement in programmes like, the Young Innovators Programme, Community extension activities, Nirakkoot, Mis-a-Meal Programme, NSS activities, home projects, activities in neighbouring schools, mentoring services to school students, publications in

journals and edited books, creation of blogs, preparation of manuscripts and magazines, organising different quizzes and competitions, etc shows the attainment of professional and personal attributes in tune with the PLOs and CLOs and also the vision and mission of the institution.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 72

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Students' performance in assessments reflects how well their learning needs were addressed. A need analysis is done at the entry-level to identify the learning and related needs of the students. Based on the entry-level need assessment, the students are given special training in preparing for assignments, projects, presentations, publications, clearing eligibility tests, etc.

- The Students cleared National and State Level Teacher Eligibility Tests. More than 80% of the

students cleared the eligibility tests.

- 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.
- The students are trained in knowledge management through assignments, projects, library reference, and seminars to be completed within the stipulated time.
- The students are assessed on their classroom management activities during the pre-induction and internship programme. The students are evaluated on their teaching competencies during and after the internship programme. It is noted that the teaching competency of the student teachers is developed and verified at the course completion level.
- They were trained in counselling and mentoring, preparing them to offer these services in schools during their internships. They exhibited their proficiency in empowering women through JAGRATHA and provided counselling at Mariasadanam, a psycho-social rehabilitation centre for individuals with mentally challenged.
- 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, social surveys and publication of articles in journals.
- The students participated in Seminar and published papers in edited books, seminar proceedings and in journals.

Based on the entry-level need assessment study, the college started various training programmes for the students including Kerala Teacher Eligibility Test, State Eligibility Test, etc. Also the students are provided more opportunities for participating in seminars and for presentation and publication of papers.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 3.94

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	2	6	40

File Description

Document

First page of the article/journals with seal and signature of the Principal

[View Document](#)

E-copies of outer jacket/content page of the journals in which articles are published

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 7.13

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	02	11	39	41

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 17.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	11	19	11

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 75.6

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
108	111	65	92	98

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 81.18

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
124	93	105	89	98

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social

issues and contribute to community development**Response:**

Teacher trainees should have both theoretical and practical knowledge and experience with regards to the issue they are supposed to handle when they perform their teaching job. In responding to these needs the institution organises programmes of various nature to get teacher trainees competent to deal social issues and enable them to contribute for community development.

The various committees (clubs) of the institution are responsible to organise programmes in responding to; and reflecting of the vision and mission of the institution. The continual commitment towards both student community and general public, the institution delivers opportunities to students to become leaders by participating and organising programmes of these types.

Students of this institution showed their interest and commitment towards community development by sensitising and experiencing various social issues through their cent percentage participation and efforts. **Miss-a-Meal Programme**, a hand to people who suffers psychosocial issues; **Othucheram**, a programme demonstrates the importance of human rights protection; **Jagratha**, national Webinar series on social issues; **Media Literacy programme**, a session focused on equipping students with the tools to navigate the ever-evolving media landscape; **Blood donation**, students and staffs donate blood to general public, **Anganawadi visit**, getting aware of childhood care and protection etc are some of the programmes which were organised under this banner. In addition, students were directed to undertake a **Social Survey** to provide a constructive solution to any social issues they experienced.

The outreach activities which are organised by the institution receive very much attention from the public because of the diversity of the programme and the nature of issue take up under each banner. Both students and other community members develop a sense of social responsibility towards various groups who lacks and suffers normal life and earns valuable insights and answers to social issues. The programmes discussed a volume and earned a bunch of appreciation both from in and out of the institution.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

Response: 23

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
08	11	03	01	00

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.8

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	01	01	01

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

St. Thomas College of Teacher Education, Pala, provides sufficient facilities to support academic, cultural, and extracurricular activities. These well-equipped facilities and the combined efforts of management, staff, students, PTA, and Alumni contribute to the holistic development of the institution and excellence in the teaching and learning process. The classrooms, library, laboratories, auditorium, sports facilities, seminar hall, and other academic facilities follow NCTE guidelines. Special provisions are made for Divyangjan students to create an inclusive and supportive environment.

Built Up Area

- The college spans a total built-up area of 4860.73 sq. m. distributed across five blocks.

Building	Year of Establishment	Built-up Area (Sq. M)
Old Block	1957	963.08
Library Block	1971	1076.6
New Block	2004	1772.79
Golden Jubilee Block	2012	513.85
RUSA Funded Block	2023	431.14
Generator Room	2000	14.27
Two-Wheeler and Bicycle Parking Shed	2005	59.00
Divyangjan Parking	2024	30.00
Total		4860.73

Classrooms

- 18 ICT enabled spacious, well-furnished, and well-ventilated classrooms
- 2 seminar halls for teaching learning
- Classroom are equipped with the following ICT facilities:
 - *Free Wi-Fi with 12 access points (300 Mbps)*
 - *Computers and laptops with charging facilities*
 - *3 Smart TVs*
 - *9 LCD Projectors*
 - *2 Interactive Whiteboards*
 - *Learning Management System (LMS) - Moodle*

- *Public Addressing System in all classrooms*
- Sufficient fans for comfortable environment.
- Cupboards and shelves to store models, charts, lesson plans, records, etc.
- Wash basin facilities for all classrooms

Seminar Hall, Auditorium and Multi-Purpose Hall

- *A well-maintained air-conditioned Seminar Hall with Seating Capacity 50 persons with ICT Facilities Smart T.V., Free Wi fi with 300 Mbps speed, LCD Projector, Lectern with microphone*
- *Fully equipped and ICT enabled Auditorium - capacity of 400 persons*
- *One Open Air Multi- Purpose Hall and Activity Room*

Library and Research Facilities

- Automated library and Digital Library with 200 Mbps Wi-Fi connectivity
- *Adequate Resources: Print Collections and E- Resources through N-List*
- Software: Koha 22 for Library Automation, CampusNet ERP Digital Library and SPSS
- *Reprographic facilities: Colour and Black and White Printing, Scanning and Photocopy with nominal rates*
- Research Centre for Education
- Reference Section: Reference and Research Books, Theses, Educational Journals and supporting Plagiarism checking using Turnitin

Laboratories

- *Well-equipped Laboratory facilities - Psychology Lab, Modern Media Lab, Science Lab, Computer Lab*

Computing and ICT Facilities

- 74 Computers for students' access.
- CCTV enabled Examination Hall, Principal Room and Administrative Office
- Library Automation Software, Digital Library Software and SPSS Software for Statistical Analysis
- Fully Wi-Fi connected campus with 300 Mbps Internet Connectivity in library, 100 Mbps connectivity in Office, 100 Mbps connectivity for Rusa Block.
- Computer Lab and Dr. A.P.J. Abdul Kalam Media Lab with 25 computers

Other Facilities

- Multi-Purpose Gym for boys and girls
- Space for indoor games
- Facility for Yoga with 50 yoga mats
- Ladies and Gents hostels.
- Ladies and Gents Rest Rooms
- Divyangjan friendly campus with ramps, wash rooms and Parking

- Large Cuisine for Community Living Camps
- Small Canteen Facility
- Hot and Cold Clean Drinking Water Facility
- Prayer room
- Sufficient Washrooms for Ladies and Gents
- Parking Facility for Staff and Students- 4-wheeler, 2-wheeler, Bicycle

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 20

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 20

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 46.62

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
87.254	84.837	8.5028	2.999	2.518

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college library started automating its collection in 2001 with the help of locally developed software called Libsoft. This initial step significantly improved the management of library operations. In 2012, realizing the need for a more advanced system, the library switched to CampusNet ERP College Library Software, which offered enhanced capabilities and better integration with the college's broader ERP system. This upgrade led to improved resource management and user experience. However, server problems during the Covid-19 lockdown prompted another switch in 2021, this time to the open-source KOHA library management system, known for its flexibility and customizability. KOHA, being free software under the GNU Public License, ensures affordability and adaptability.

The library is currently running on Koha Version 23.11.06.000, which is an Integrated Library Management System (ILMS) that supports various functions. This version of Koha includes critical modules such as Acquisition, Cataloguing, OPAC, Serial Control, Circulation, Patron Management, Reporting, and Tools. These modules help streamline library operations, from acquiring and cataloging new materials to managing patron accounts and facilitating efficient resource circulation. The OPAC module improves accessibility by allowing users to search the library's catalog online. The Reporting and Tools modules provide valuable insights and utilities for library staff, enabling data-driven decision-making and effective service management. The implementation of Koha has significantly improved the library's operational efficiency and user satisfaction.

The library supports students, research scholars, and faculty by collecting, organizing, preserving, and disseminating information in various formats through need based services. It provides online access to e-resources using modern information and communication technologies. The library's collection includes 16,347 books, 1,156 theses, 305 educational CDs, subscriptions to 55 journals and periodicals, and membership in N-list. The Library and Information Centre has 13 computers, five of which are dedicated to library functions including the RFID Koha e-gate and Library Information KIOSK (OPAC), while the remaining computers are available for browsing, project work, statistical analysis, and printing.

Our college has a Digital Library that contains Ph.D. and M.Ed. theses, e-books, e-journals, seminar proceedings, college journals, college magazines, previous university question papers, educational policies, and commission reports etc. The library portal provides a link to student classes, flip books, e-resources, and college journals, which can be accessed through the STCTE Library Portal (<https://sites.google.com/stcte.ac.in/stctelibrarypala>).

Features of Our Library

- Open Access Automated Library using Koha Version 22.11.07.000 Rosalie
- Free Access to Wi-Fi, Digital Library, and SPSS 20th Version
- Digital Library with books, theses, educational policies, commission reports, and previous university question papers
- N-List Subscription
- Library Information KIOSK - Online Public Access Catalogue
- RFID Koha e-gate
- Reprographic Facilities: Photocopy, Printing, Scanning, etc.
- Networked Printing Facility: Color and Black and White
- JAWS Software and Braille Collections for Blind Students
- Classification Scheme: Dewey Decimal Classification
- CD Library
- Book Bank Collections
- Braille Collections
- Library Portal: STCTE Library Portal
- Reference Facility for Outside Research Students and Alumni Members
- Subscription to UGC Care and Peer-Reviewed Journals & Periodicals
- New Arrival Display
- Property Counter
- RFID Identity Cards
- Bound Volumes of Journals
- Best Library User Award
- User Orientation for New Users

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Remote Access through Digital Library, N-LIST, Koha Web OPAC, Online Educational Resources and Teclibforum

Our library has significantly enhanced its remote access capabilities to support the academic needs of its stakeholders, who can access essential materials anytime and anywhere. The following are our institution's initiatives.

Digital Library

The CampusNET ERP Digital Library, started in 2013 as server-based software, moved to the cloud in 2024. It offers a wide range of resources for teacher education students, like e-books, e-journals, previous university question papers, theses, research reports, seminar proceedings, college magazines, educational policies and commission reports. It is accessible with a username and password and available 24/7. This change has made it easier for students and teachers to access needed materials anytime, anywhere, supporting their learning and professional growth. It is accessible through <https://stcte.ac.in/digital-library>.

N-LIST

Our college has been registered on N-LIST provided by INFLIBNET Centre since 25/06/2010 and enhanced its library services by subscribing it. This subscription has enabled the college to provide remote access to a vast repository of academic resources. N-LIST offers access to over 6,000 e-journals, 199,500+ e-books, and 600,000 e-books under NDL through a proxy server. Through the N-LIST platform, faculty, research scholars, and M.Ed. Students have been registered, and individual login IDs and passwords have been provided for accessing the subscribed e-resources. Activation emails containing user IDs, passwords, and activation links are sent instantly from the library to students and faculty members. Users can log in through the INFLIBNET N-LIST Website (<http://nlist.inflibnet.ac.in/>) to access their areas of interest.

KOHA Web OPAC

The KOHA library management system enhances the traditional library catalogue experience by offering remote access to search and browse library collections. It features a web-based OPAC, enabling remote access at any time and from any location. KOHA, version 23.11.06.000, is installed in the library and provides an integrated management tool covering all major library functions, including acquisition, bibliographic database management, cataloguing, patron management, circulation, reports, thesis management etc. Faculty and students can search for needed resources through KOHA software remotely using mobile devices or personal computers. Web-OPAC facilitates searches by Title, Subject, Series, Author, Call Number, Keyword, Publisher, Publisher Location, and Barcode. The college library's KOHA weblink is <https://stcte.ac.in/web-opac>.

Online Educational Resources

Our library orientation program introduces students to a diverse range of online educational resources aimed at enriching academic research and learning. This includes access to platforms such as the Directory of Open Access Journals (DOAJ) and Books (DOAB), Shodhganga for Indian theses, E-PG Pathshala, ERIC, NCERT Journals, Google Scholar for expansive academic article searches, and the National Digital Library of India (NDLI). Additionally, resources like NPTEL for courses and NDLTD for global theses enrich the scholarly materials available to future educators, accessible remotely to enhance their research endeavours.

Teclibforum

Teclibforum is a comprehensive solution for stakeholders' information requirements. It offers a collaborative platform for sharing knowledge and experiences. It is a collaboration of Teacher Education College Librarians in Kerala to provide valuable resources to enhance academic library management and learning. Access to Teclibforum is available remotely through its website at <https://www.teclibforum.com/>.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.69

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.489	1.187	1.156	0.325	0.279

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 20.36

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 750

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 668

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 585

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 524

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 506

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**

3.Documents are obtained as and when teachers recommend

4.Documents are obtained as gifts to College

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Our college is dedicated to improving its ICT facilities with the latest technology to create a stimulating learning environment. The augmentation of ICT facilities is given below.

Overview of ICT Facilities

- ICT-enabled campus features 300 MBPS Wi-Fi connectivity with 10 routers equipped with Smart TVs, laptops, desktop computers, LCD projectors, interactive whiteboards and printers.
- Moodle LMS, Google Classroom, and Google Workspace enhance teaching and learning.
- CCTV Surveillance at Principal Room, Administrative Office and Examination Hall
- Solar Energy Net Metering system monitors solar energy production.

Updates in Wi Fi

- The college upgraded its internet connection to Wi-Fi in 2018 with a speed of 100 Mbps.
- In 2023, the bandwidth was increased to 200 Mbps.
- By July 2024, it was further enhanced to 300 Mbps, providing comprehensive coverage and improved speeds.
- Separate Wi-Fi connections are available for the library, office, and RUSA-funded academic block

ICT Facilities Updates for Teaching and Learning

- Cloud based LMS, Library Automation & Digital Library Software
- Notes are also shared via Google Classroom by faculty.
- All classrooms, library, labs, faculty rooms, seminar hall, and auditorium have ICT with 300 Mbps Wi-Fi.
- Facilities include 3 smart TVs, 9 LCD projectors, 2 Interactive White Boards, 2 portable projectors, 3 laptops, 86 computers, 4 printers, and 10 routers.

- During the pandemic, activities were conducted via Google Meet, Zoom, Webex, and Microsoft Teams

Library Updates

- The library follows the Open Access System and was automated in 2001 with Libsoft.
- In 2021, the Koha 21.11 version was installed as library automation software, and it has since been updated to Koha 23.11.
- OPAC is available through the Library Information Kiosk.
- Since 2023, library attendance is managed via the RFID Koha e-gate with RFID ID Cards.
- The library offers campus-wide Wi-Fi and network-based printing, scanning, and photocopying.
- The digital library includes e-books, e-journals, past question papers, theses, seminar proceedings, educational policies, and commission reports.
- E-books and e-journals are accessed through N-List.
- SPSS software is available for research data analysis.
- Laptop charging points have been added in the reading room, reference section, and stacks.

Cloud Based Updates

- Moodle Learning Management System (LMS)
- Koha Library Automation software
- Digital Library software
- College website updates all the required information for the stake holders and provides option to submit grievances online.
- Updating the college events through YouTube, Instagram, X platform, Face Book Page.
- College Journal related information is published in the college journal website and updated regularly.
- Online English Language Skill Development software's can be accessed in the Modern Media Language Lab
- G Suit ID for all faculty and Research Scholars

Updates in Office Administration

- MGU CAP Portal manages B.Ed. and M.Ed. admissions
- MGU e-pay for Fee Collection
- MGU Pareeksha Exam Registration
- SPARK manages staff service matters.
- PRISM handles pension management.
- BIMS Portal is used for treasury transactions.
- GAINPF portal manages PF matters.
- VISWAS is used for GIS, Group State Insurance
- MEDISEP for Health Insurance
- e-grantz portal provides student concessions.
- PFMS is used for government fund transfers.
- University question papers are downloaded online and printed just before exams, secured by an OTP from the university.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.33

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 33.6

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
25.85	45.32	26.65	25.32	11.02

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

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

Response:

The college ensures proper maintenance and efficient use of its facilities, including classrooms, labs, library, sports complex, and ICT facilities, through established systems and procedures for upkeep and utilization. Here are the key aspects of the systems and procedures:

Introduction

- Policies ensure optimal allocation and utilization of financial resources for infrastructure maintenance.
- Policies are revised based on infrastructural, technological developments, and statutory requirements.
- Implementation is guided by the Governing Body, complying with NCTE, UGC, State Government, and University norms.
- Facilities support holistic development for faculty and students in academic, co-curricular, and extracurricular activities.
- Emphasis on overall stakeholder development aligns with the institution's Vision and Mission.
- Infrastructure supports classes, cultural, academic, and extension activities.

Maintenance and Utilisation of Physical Facilities

- ICT-enabled facilities in classrooms, the Seminar Hall, and the Computer Lab are maintained by external experts and monitored by in-charges of the respective areas.
- Adequate building accommodation for all academic programs is ensured, maintained, and utilized as per the maintenance and utilization policy.
- Infrastructure is updated as needed, with funding from UGC, RUSA, and Management.
- The storekeeper maintains a stock register for equipment and furniture.
- The routine maintenance and cleaning of campus is regularly done by supporting staff.
- Principal and Vice-Principal supervise and direct the day-to-day campus maintenance.
- Computers, Generator and other electronic equipment are serviced regularly to minimize e-waste
- Maintenance of the Solar Power System, UPS, and Library Management facilities is carried out

by external experts.

- Routine checks and basic maintenance are performed by staff, with specialized repairs handled by external experts.

Maintenance and Utilization of Classrooms, Seminar Hall and other Facilities

- Classrooms, Seminar Halls, Labs are equipped with ICT Facilities, ensuring they are well-ventilated and spacious.
- LCD projectors, along with Smart T.V. are effectively used for classroom communication.
- Classrooms have adequate seating capacity, teaching aids, subject labs, washbasins, and notice boards.
- Laboratories are optimally utilized as per the timetable.
- Each laboratory is managed by a designated teacher in charge.
- Routine maintenance is performed by staff, with specialized repairs handled by external experts.

Maintenance and Utilisation of Library Facilities

- Library supports academic needs with resources like books, journals, periodicals, CDs, reference books, Project Reports, Braille collections, and theses.
- Subscribes to N-LIST and offers Digital Library access through Wi fi.
- Organized collection of Ph D. & M.Ed. dissertations, faculty publications, e-journals, digitized books, educational articles, commission reports, question papers, and seminar proceedings.
- SPSS Licensed software available for research scholars and M.Ed. students for data analysis.
- College library providing reference facilities for Research Scholars and PG Students from other institutions

Maintenance and Utilisation of Sports Facilities

- The Physical Education department promotes Yoga, Aerobics, and indoor/outdoor games.
- Sports equipment, gymnasium, playground, and shuttle courts are supervised by the Physical Education Teacher.
- An annual sports day with various events is organized, dividing students into four houses, with staff as judges.
- Awards are given to outstanding sports persons, event winners, and individual champions. Awards and a points system encourage participation, sportsmanship, and teamwork.
- Sports equipment and play areas are well-maintained, with ample first aid supplies.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

- 9. Canteen**
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 60.78

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
36	37	37	39	37

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 11.11**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 6

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 63.73**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	36	38	28	36

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The student council of St. Thomas College of Teacher Education, Pala plays a significant role in the institution's functioning. Every year, a group of office bearers are elected according to the directions of Mahatma Gandhi University Kottayam.

The council organises various activities that help display the talents and abilities of student teachers. The activities include celebrations of festivals such as Onam, and Christmas, observation of days of national importance, and diverse cultural programmes.

The following table shows the important activities organised by the student council

Sl. No.	Activities organised by the student council	Dates
1.	An awareness class on Shreesuraksha (Women's safety) in collaboration with Women's cell	12.9.18
2.	Spiritual Orientation Class	14.9.18
3.	Drama Competition associated with Mahatma Gandhi's 150th Birthday	1.10.18
4.	Cleaning Programme in connection with Gandhi Jayanthi	2.10.18
5.	Inauguration of the college	27.10.18

	union & arts club	
6.	Christmas Celebration	21.12.18
7.	Republic Day Celebration	26.1.19
8.	Rangolsavam college Cultural fest	15.3.19
9.	Blood Donors Day	14.6.21
10.	Reading Day	19.6.21
11.	International day against Drug Abuse and illicit trafficking	26.6.21
12.	Independence Day celebration	15.8.21
13.	Onam Celebration	18.8.21
14.	Ozone Day Observation	16.9.21
15.	Blood Donation Day	1.10.21
16.	Cultural Programme	17.3.22
17.	International Yoga Day Celebration	15.6.22
18.	Union Inauguration (Student Council)	23.6.22
19.	Annual Sports meet	22.7.22
20.	Aravam 2K22 Arts Festival	29.7.22
21.	Independence Day Celebration	15.8.22
22.	ADIOS 2K22-Farewell	16.8.22
23.	Anti-Drugs Day	1.11.22
24.	World Aids Day	1.12.22
25.	Inauguration of the NSS Unit	2.12.22
26.	Inauguration of the college union & arts club	15.12.22
27.	Christmas Celebration	23.12.22
28.	Annual Sports Meet	17.3.23
29.	Campus Utsav	30.3.23
30.	Arts fest	13 to 22 March 2023

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years**Response:** 6.4**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	5	8	4

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

5.4.1 Alumni Association Chapter (registered non-registered but functional) contributes significantly to the institution's development.

The Alumni Association makes a substantial contribution to the advancement of the college. It serves as a valuable support system for college by inspiring students and identifying, fostering, and developing their specific skills. Each year, annual general body meetings are held to hold elections for the office bearers. At the meeting, the secretary delivers the report and financial statement from the previous year. The Alumni Association contributes to the development of the college by organising several activities from time to time.

Year	Name of the activity conducted
2018-19	All Kerala Elocution Competition for School Students
2019-20	All Kerala Malayalam Essay Competition for High School Students
2019-20	All Kerala Elocution Competition

2020-21	All Kerala Malayalam Elocution Competition
2020-21	Green Community Project
2020-21	Youth Empowerment Programme
2021-22	Promo Video Making Competition
2021-22	All Kerala Malayalam Elocution Competition
2022-23	All Kerala Malayalam Elocution Competition L.P and U.P. School Students
2022-23	NET/SET/ K-TET online Coaching

Financial Support by Alumni Members

Date	Name of the Alumni	Year of Study	Amount	Purpose	Source of Evidence
ACADEMIC YEAR 2019 – 2020					
03.02.2020	Fr. Jobymon Vattappalam	2015-16	1,00,000	Snehavedu (Home Project 1)	Cash Book for Needy students Page No.18
16.03.2020	T.C. Thiruvankanchan	1998-99	1,00,000	Snehavedu (Home Project 1)	Cash Book for Needy students Page No.20
09.04.2020	T.C. Thiruvankanchan	1998-99	1,00,000	Snehavedu (Home Project 1)	Cash Book for Needy students Page No.20
11.05.2020	T.C. Thiruvankanchan	1998-99	1,00,000	Snehavedu (Home Project 1)	Cash Book for Needy students Page No.21
TOTAL			24,00,000		

ACADEMIC YEAR 2020 – 2021

Date	Name of the Alumni	Year of Study	Amount	Purpose	Evidence
15.06.2020	T.C. Thiruvankanchan	1998-99	1,25,000	Snehavedu (Home Project 1)	Cash Book for Needy Students Page No.21
02.07.2020	Sunust Austi	1999-2000	1,000	Needy Student Fund	Cash Book for Needy Students

	n					Page No.22
02.07.2020	Lavin a Dominic	1999-2000	1,000	Needy Student Fund	Cash Book for Needy Students	Page No.22
28.12.2020	T.C. Thakanchan	1998-99	5,000	Fund for Students	Cash Book for Needy Students	Page No.22
28.12.2020	Alex Geroge	2009-2010	2,000	Fund for Students	Cash Book for Needy Students	Page No.22
28.12.2020	Sunu Austin	1999-2000	3,000	Fund for Students	Cash Book for Needy Students	Page No.22
28.12.2020	Deepa A K	2016-18	1,000	Fund for Students	Cash Book for Needy Students	Page No.22
30.12.2020	Lavin a Dominic	1996-97	5,000	Fund for Students	Cash Book for Needy Students	Page No.23
TOTAL			1,43,000			
ACADEMIC YEAR 2021 – 2022						
Date	Name of the Alumni	Year of Study	Amount	Purpose	Evidence	
11.03.2022	P. Krishna Kumar	1981-82	500	Memento for KTET winners	Alumni cash book	Page number -74
11.03.2022	Punnoose George	1965-66	1,000	Memento for KTET winners	Alumni cash	

11.03.2022	Kamala Bhai K.	1972-73	500	Memento KTET winners	for book Page number -74
11.03.2022	Prakash M. Vettom	1970-71	500	Memento KTET winners	for Alumni cash book
11.03.2022	Dr. Mathews Thelly	1995-96	500	Memento KTET winners	for Page number -74
11.03.2022	Fr. Jose Puzhakkara	2013-14	500	Memento KTET winners	for Alumni cash book
11.03.2022	Joseph K.K.	1990-91	500	Memento KTET winners	for Page number -74
11.03.2022	S. M. Edward Joseph	1979-80	500	Memento KTET winners	for Alumni cash book
11.03.2022	George Joseph	1983-84	500	Memento KTET winners	for Page number -74
11.03.2022	C. Thomas	1981-82	500	Memento KTET winners	for Alumni cash book
11.03.2022	Dr. Jose James	1998-99	500	Memento KTET winners	for Page number -74

Total ?6,000

ACADEMIC YEAR 2022 – 2023

Date	Name of the Alumni	Year of Study	Amount	Purpose	Evidence
28.06.2022	Sojo John	2020-22	20,000	Home for (Vineesha Vijayan& Mani)	for Cash Book for Needy Students. Page No.23
29.06.2022	T. C. Thankachan	1998-99	1,000	Home for (Vineesha Vijayan& Mani)	for Cash Book for Needy Students, Page No.24
29.06.2022	Sr. Beenamma	1992-93	500	Home for a needy Classmate	Cash Book for Needy Students,

	Mathew			(Vineesha Vijayan & Ambili Mani)	Page No.24
29.06.2022	Lavina Dominic	1997-98	5,000	Home for a needy Classmate (Vineesha Vijayan & Ambili Mani)	Cash Book for Needy Students, Page No.24
30.06.2022	Prathesh Abraham	2003-2004	1,000	Home for a needy Classmate	Cash Book for Needy Students, Page No.24
06.07.2022	Sunu Austin	1999-2000	2,000	Home for a needy Classmate (Ambili Mani)	Cash Book for Needy Students, Page No.24
07.07.2022	Alex George	2009-2010	20,000	Snehavedu (Home project II)	Cash Book for Needy Students, Page No.25
08.07.2022	Dr. Sunu Austin	1999-2000	30,000	Home project II	Cash Book for Needy Students, Page No.25
08.07.2022	Lavina Dominic	1997-98	35,000	Home project II	Cash Book for Needy Students, Page No.25
08.07.2022	Dr. T.C. Thankachan	1998-99	25,000	Home project II	Cash Book for Needy Students, Page No.25
08.07.2022	Pratheesh Abraham	2002-03	10,000	Home project II	Cash Book for Needy Students, Page No.25
08.07.2022	Sr. Beenamma Mathew	1992-93	75,000	Home project II	Cash Book for Needy Students, Page No.25
27.10.2022	T. M. Mollykutty	1983-84	10,000	Home project II	Cash Book for Needy Students, Page No.28
09.12.2022	Sangeetha S	2019-21	2,500	Home project II	Cash Book for Needy Students, Page No.28
11.07.2022	Income from K-TET Coaching	NA	19,500	To purchase library books	Alumni cash book Page number -76
9.9.2022	Income from K-TET Coaching	NA	19,000	To purchase library books	Alumni cash book Page number -77
15.12.2022	Alumni Fund	NA	40,000	To purchase Coffee machine	Alumni cash book Page 77 & Coffee Machine for College Canteen

4.02.2 3	Prof. C. M. George	1993-94	2,501	Sponsored prizes for the All Kerala Elocution competition	Brochure
4.02.2 3	Jomon Cyriac	1997-98	1,001	Sponsored prizes for the All Kerala Elocution Competition	Brochure
4.02.2 3	Dheeraj Agustine	1999-00	1,251	Sponsored prizes for the All Kerala Elocution Competition	Brochure
11.03. 2023	Jancy C. V.	1994-95	2,000	Alumni Fund	Alumni cash book Page number -79
11.03. 2023	Sajimon P. Mathew	1994-95	500	Alumni Fund	Alumni cash book Page number -79
11.03. 2023	Jalaja D	1994-95	500	Alumni Fund	Alumni cash book Page number -79
TOTAL					? 3,23,253
Total amount from 2018-19 to 2022-23					?8,72,253

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 16

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	3	4	4

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

The Alumni Association acts as an as effective support system for the college in motivating students. The following are the various activities organised by the alumni association in the college.

All Kerala Elocution Competition for School Students (6.10.2018)

As part of Teachers Day and Gandhi Jayanti Day celebrations, the All Kerala Elocution Competition for school students was held on 6th October 2018. 45 students participated in the competition. Competitions were held separately for UP and HS school students. The winners were awarded certificates.

All Kerala Elocution Competition for H.S. Students and All Kerala Malayalam Essay Competition for Teacher Trainees (5.10.2019)

As part of the International Education Day 150th Birth Anniversary of Mahatma Gandhi, the Alumni Association conducted state level competition for HS students and Teacher Trainees were held on 5th October 2019.

Green Community Project

The Alumni Association sponsored the 2021 Calender and vegetable seeds for 2020-22 batch students.

Youth Empowerment Programme (9.3.2021)

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

All Kerala Malayalam Elocution Competition (24.8.21)

As part of Independence Day celebrations, an All Kerala Malayalam Elocution competition in

collaboration with the Oratory Club, St. Thomas College of Teacher Education, Pala for H.S. Students was held on 24th August 2021. B.Ed. 1981-82 batch students sponsored the cash prizes and acted as the judges of the event. The Ever-rolling trophy was sponsored by P. Krishnakumar.

NET/SET/ K-TET online Coaching (21-22)

The Alumni Association organised online coaching classes for NET, SET and K-TET. The classes were attended by 245 aspirants from different parts of Kerala.

Promo Video Making Competition (21-22)

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

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

Mementos were presented to the Kerala TET/ SET/C-TET/ NET winners of B.Ed.2019-21 Batch Students. Alumni Association executive members sponsored the mementoes.

All Kerala Malayalam Elocution Competition(4.2.23)

Our alumni association in collaboration with NSS unit, Vimukthi Club and Oratory Club of St. Thomas College of Teacher Education Pala conducted an All 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. Special Thanks to Shri. Punoose George, Prof. C.M. George, Fr. Jose Puzhakara, Shri. Deeraj Augustine, Jomon Cyriac, Smt. Marykutty Joseph and Shri. Roy J. Kallarangattu sponsored the cash prizes. An Ever-rolling trophy was sponsored by P. Krishnakumar.

NET/SET/ K-TET online Coaching

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 this coaching classes, Rs.38500 contributed to College for the purchase of library books.

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

Mementoes were presented to the 43 Kerala TET/ SET/C-TET/UGC NET winners of B.Ed..2020-22 Batch. Alumni Association executive members sponsored the mementoes.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

The institution's vision and mission underscore a commitment to nurturing the holistic development of students, faculty, and staff within an intellectually stimulating environment. These statements serve as guiding principles shaping governance, perspective plans, and participation in decision-making bodies.

St. Thomas College of Teacher Education, Pala **envisions** enlightenment, excellence, and service through divine illumination.

Its **mission** is to evolve into a world-class center of teacher education, imparting intellectually competent, morally upright, psychologically integrated, and socially committed teachers for the evolving global educational landscape. The institution aims to instill a new work culture that enhances educational practices through teaching, research, and extension activities, fostering values like quality consciousness, eco-friendliness, sustainable development, and love for fellow beings while upholding Christian ideals and promoting faith in God.

To achieve this vision and mission, the college focuses on various strategic activities:

- It fosters **partnerships and MoUs with reputed institutions**, enhancing academic cooperation and resource sharing.
- It prioritizes **academic excellence**, ensuring high performance by students in university exams and competitions.
- The institution emphasizes **innovation and recognition**, nurturing a culture of creativity and entrepreneurship among its stakeholders.
- The college engages in **state-level collaborations**, facilitating knowledge exchange and professional development.
- It also organizes academic events and webinars, providing platforms for **intellectual discourse and networking**.
- The institution is actively involved in **promoting awareness** about and striving to implement the National Education Policy 2020.
- The college promotes **research culture and infrastructure development**, fostering a conducive environment for scholarly inquiry and academic growth.
- It actively engages with the community, addressing societal needs and promoting social responsibility among its faculty, students, and staff.

The planning and coordination of college events involves a well-structured collaborative approach facilitated by various committees and stakeholders. The **Internal Quality Assurance Cell (IQAC)** plays

a pivotal role in planning strategic activities for each academic year. The principal, as an IQAC member, communicates key decisions from IQAC meetings to the **college council and in-house curriculum** committee. The in-house curriculum committee prepares an academic calendar keeping in mind the university's academic schedule. The timetable committee prepares the time schedule for the academic year. The **staff council** decides the faculty in charge of the various clubs, cells, and committees. The committees comprise members of the faculty, staff and students. The **Dean Students Welfare** calls a meeting of the **College union** (Students' Council). During this meeting, the schedule of the events to be conducted is decided. Besides this, each committee has its meeting under the faculty in charge and finalise the dates.

Thus, the college's participatory approach grounded in its vision and mission ensures effective planning, coordination, and successful execution of events, benefiting both students and the institution.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The governance model of St. Thomas College of Teacher Education, Pala, emphasizes decentralization and active participation among its stakeholders.

The Apex Bodies of the college; **the Managing Council, Governing Body** and the **College Trust** headed by the **Patron** (The Bishop, Diocese of Palai) and **Manager** direct the operations of the college.

- **The Managing Council** manages the overall administration and policy decisions of the college.
- **The Governing Body** ensures compliance with statutory requirements.
- **The College Trust** manages assets and resources.

Deliberations within these bodies shape the college's strategic direction. The principal, as a connecting link, communicates decisions from these bodies to other stakeholders.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring the overall quality of the college. Recommendations from the Governing Body are reviewed by the IQAC. The IQAC decides the strategic plan for the upcoming academic year.

The In-House Curriculum Planning Committee in adherence with the university academic schedule prepares an academic calendar to schedule the academic events for the year.

The **College Council** and the **Staff Council** under the leadership of the principal discuss and chalk out the strategy to work out the curricular and co-curricular events to be held during the academic year.

These plans are implemented through the collaborative efforts of the faculty, staff and students through the **clubs, cells and committees** functioning in the college. They conduct programmes like organizing lectures, workshops, seminars, co-curricular activities, managing clubs, cells, and events. A member of the faculty is the convenor of each cell. The cells meet at regular intervals under the guidance of the faculty in charge. The duties, responsibilities, and new initiatives are discussed within these groups. The Staff council, college union (students council), staff, PTA and ALUMNI together work.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Financial Transparency

The college office maintains the accounts of receipt and expenditure of funds related to students, faculty, staff and general administration. The Head Accountant makes the entries in registers which is verified and signed by the principal. The College conducts both internal audit – management assigned registered chartered accountants and external audit - team from the office of Deputy Directorate of Collegiate Education, Kottayam and Auditor General's Office.

Scholarships – Students eligible for the scholarships are informed and provided all help to avail of these scholarships. In addition to the Government scholarships, the college has instituted scholarships for meritorious students. The selection of students for the college level scholarships is done based on a criterion. The college register for scholarships details the name of scholarship, the one who instituted it, criteria, amount and awardees.

PTA and Alumni Association – The funds raised for various causes by the PTA and Alumni and the expenditure met are documented by the concerned faculty in charge and the college administrative wing.

Library – The college librarian and the library committee maintains register related to library dues, purchase of books, subscription fees, annual renewal of subscription fees, maintenance of books, etc.

Academic Transparency

Admission - The admission to the teacher education programmes is through Mahatma Gandhi University's Centralized Allotment Process (CAP).

Teaching schedule - The timetable committee prepares the timetable – schedule of classes, for each course based on their assigned credit, at the onset of the academic year. The timetable includes time allotted for co-curricular activities, library, and laboratory (psychology lab, language lab).

Assessment – Semester wise assessment both internal and external assessments are conducted. The internal assessment marks of theory courses is published before the commencement of the end semester exam conducted by the University. The students can approach the concerned authority in the case of any grievance related to the internal assessment.

The college felicitates the meritorious students with certificates and cash awards. The scholarships instituted by the college is awarded to students who are eligible for the same.

Arts and Sports events – The college conducts arts and sports events annually. The details of the schedule of the events, schedule of duty for faculty, staff and students, competition items, criteria of assessment, details of participants, are maintained by the concerned teachers. The best sports and arts personalities are selected based on the points gained by them.

Educational Camp and Educational tour – The organization of educational camp (7 day) and tour involves the faculty, staff and students. The concerned teachers maintain all records of the schedule of events, schedule of duty assigned, accounts of sources of income and expenditure.

Academic Administrative Audit (AAA) - An internal academic and administrative audit is conducted annually by a team assigned by the Managing council.

Administrative Transparency

The college strives to maintain transparency in administrative matters related to:

- 1.Students (admission, fees, examination, scholarships,)
- 2.Faculty and staff (appointment, service, promotion, pension, salary arrears, welfare schemes)
- 3.PTA
- 4.Alumni Association
- 5.College level committees, clubs, cells
- 6.Statutory committees
- 7.Library
- 8.Canteen,
- 9.Store,

- 10. Purchase of equipment
- 11. Grievance cell for staff and students

The administrative office maintains registers related to all the above. The appointment, service, pension, salary arrears, of faculty and staff. The canteen and store maintain the details of the expenditure and income incurred. A stock register is maintained.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The **strategic plans for the college have been framed aligning with dynamic educational landscape, the vision and mission of the college and societal demands.** These plans take into account not only national requirements but also the broader global context. By weaving together these multifaceted threads, we aim to create a roadmap that propels our institution toward excellence, relevance, and positive impact.

The strategic plans of the college (2014-2024) comprised:

- Academic Excellence
- **Recognition of the College as a Research Centre**
- Empowering the Digital Teacher
- Community connect: Promoting Social Consciousness
- Environmental Sustainability

The college's strategic plan to be recognised as a research centre in education under Mahtma Gandhi University is delineated as follows:

1. Initiation of Post Graduate Studies

- Initiation of M.Ed. Department in 2005
- Aimed to transform the college into a research centre

- Initial faculty included six doctoral degree awardees
- The guidance provided for M.Ed. dissertations enhanced staff research capabilities.

2. Preparation for Research Centre and Research Guideship

- Research assessment committee instituted
- Faculty were encouraged to pursue doctoral degree programme
- Two faculty members were awarded PhDs by 2010.
- Library resources were enhanced – augmented collection of books, periodicals, journals, library was digitalized - access to digital resources – NLIST –
- The campus was upgraded with enhanced Wi-Fi capabilities.
- Promoted faculty publications in journals peer - reviewed and UGC CARE and SCOPUS indexed journals
- Fostered publication of books , edited books, paper presentations in national and international seminars, webinars
- Promoted student publications in journals, edited books under the guidance of the faculty

College Journal – Educational Extracts – A bi-annual peer reviewed journal launched in 2013

Educational Extracts (google.com)

3. Faculty secures Research Guideship in other Universities

- Six faculty members obtained Research Guideship with Bharathiar University, Coimbatore, Tamil Nadu and Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu.
- College offered venue for Pre- Ph.D. presentation of the research scholars of the faculty
- Faculty offered research consultancy service to research aspirants
- Applied for a research centre under the Mahatma Gandhi University in 2015 but the application was not accepted as the Mahatma Gandhi University regulations did not permit affiliated teacher education colleges to be recognized as research centres

4. Further PhD Achievements (2018-2020)

- Four more faculty members awarded Ph.Ds. by 2018
- By 2020, only two faculty members were left to achieve their doctoral degrees
- One faculty member became a Research Guide at School of Pedagogical Sciences Mahatma Gandhi University, Kottayam in 2020.

5. Faculty Achievements and Recognition (2022)

- By 2022, all faculty members obtained doctoral degrees
- The college applied for recognition as research centre, along with application for research guideship of three of its faculty
- Expert team from the university inspected the research centre on August 27, 2022.

6. Research Centre Inauguration (2022-2023)

- In November 2022, the college was recognized as a research centre in education under the Mahatma Gandhi university
- Three faculty members secured research guideship in education
- The inauguration ceremony was held on November 23, 2022.
- The Research Centre was inaugurated by Prof. (Dr.) Sabu Thomas, Vice Chancellor of M.G. University.
- Ph.D. theses of faculty published in book form were released by the Vice Chancellor on the occasion

7. Ph.D. Programme and Research Scholars (2023-2024)

- The First batch of research scholars joined the Ph.D. programme on March 1, 2023.
- The Second batch of seven Ph.D. scholars joined on January 15, 2024.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

As an aided minority institution affiliated to the Mahatma Gandhi University, Kottayam, the functioning of the institutional bodies is grounded on sound policies, regulations of the UGC, NCTE, the Kerala State Service rules (KSR) Kerala State government, and that of the affiliating Mahatma Gandhi University and the Educational policies of the Corporate Educational Agency of the Catholic Diocese of Palai.

Administrative Setup

The administrative framework of the college is hierarchical. The Patron (Bishop of the Diocese of Palai) heads the administration of the college. He is supported by the Manager, Managing council, Governing Body and the College Trust. The principal and the Internal Quality Assurance Cell (IQAC) of the college come next in the hierarchy.

Managing Council: The Managing Council includes the manager, representatives of the management,

principal, faculty, and former principals of the college.

Governing Body: The Governing Body is constituted in accordance with the Mahatma Gandhi University statutes.

St. Thomas College of Teacher Education, Pala Educational Trust: The Trust comprises the Bishop, (the Ex -officio Patron of the Trust) Manager (Settlor), and Trustees comprising the principal, vice-principal, chancellor of the diocese, and hostel warden.

Principal: A member of the apex bodies, the principal acts as a connecting link between the Management and the college.

Internal Quality Assurance Cell (IQAC): The IQAC assists in planning and monitoring quality-related activities in the college. It was reconstituted in 2017 as per the norms of the National Assessment and Accreditation Council (NAAC).

College Council: Instituted as per the affiliating University's orders consists of the principal and representatives of the faculty and staff

In House Curriculum Planning Committee: The in-house curriculum committee comprising members of the senior faculty prepares the academic calendar which delineates the important dates of academic events such as internal exams, internship, educational camp, etc.

Statutory Bodies: The administration is supported by statutory bodies instituted as per UGC orders - SC-ST Cell, Grievance Redressal Committee, Internal Complaints Committee (ICC), Minority Cell, Anti-Ragging Committee, and OBC Cell.

Other committees in the college- Additionally, there are other committees, associations, cells, clubs instituted by the college and also as per the orders of the UGC and affiliating university for the smooth functioning of the college such as, the Staff council, and College Union (Students' Council), PTA, Alumni Association, Green Protocol Samiti, and clubs (General and optional subject).

At the start of each academic year, the IQAC and In-house Curriculum Committee meet to plan scholastic and co-scholastic programs. The principal communicates these decisions to the College Council and Staff Council. The faculty and staff collaborate to implement these decisions. The principal reports on activities to the apex bodies.

Appointment and Service Rules

The college adheres strictly to the rules and regulations of the UGC, NCTE, Kerala State Service Rules, and the regulations of the Mahatma Gandhi University, as amended from time to time in this regard, for appointment and promotion of the faculty and staff. Appointments and promotions are conducted according to Kerala State Service rules. In the event of a vacancy the college first secures government concurrence for the post and advertises it in university news and three newspapers (two regional languages and one in English). The interview board includes the principal, senior faculty, subject expert (selected from the panel given by the university) and government nominee.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

One decision based on the Minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented

1. College Trust – Meeting held on 10/09/2022

The College Trust decided to place application for the College's Recognition as Research Centre in education with Mahatma Gandhi University, Kottayam.

ATR

Meeting of 26/05/2023 – The College was approved as research centre in Education under Mahatma Gandhi University on 03/11/2022.

2. IQAC Meeting held on 2/6/2022

The members of the college IQAC decided to apply for an aided unit of NSS with Mahatma Gandhi University.

ATR

Meeting of 7/11/2022 – The college was sanctioned an aided unit of NSS on 28/10/2022 .

3. Meeting of the In-House Curriculum committee 03/06/2022

The committee decided to orient newly inducted students to self study courses and Value Added Courses.

ATR

Meeting of 08/11/2022

The newly inducted students were oriented to MOOCs and SWAYAM and NPTEL platforms. They were also sensitised to the value added courses offered by the college through the Bridge Course offered during the first week of the new batch (2022-2023).

4. Meeting of the Staff Council held on 27/06/2022

It was decided to conduct the B.Ed. Sem 2 Induction programme from 11 July to 11 August 2022 .

ATR

Meeting of 8/08/2022 – The B.Ed. Sem 2 Induction program started on 11 July 2022 as planned.

5. Meeting of the Library Committee held on 25/02/2022

The members decided on an initiative , ‘ Shreshtadanam 2022’, a book donation programme . It aimed at augmenting the library books by inviting contributions from the college community and well wishers.

ATR

Meeting of 07/07/2022

The ' Shreshtadanam 2022' programme was inaugurated by the former principal, Prof. Chandy Zacharias on 1 April 2022. The library received 1270 books from students, alumni, faculty, former faculty and other wellwishers. The library maintains a separate register for the books.

6. Meeting of the Alumni Association held on 29 /08/2022

The members decided to conduct a speech competition for High school students on 5 October 2022.

ATR

Meeting of 04/02/2023 – An All Kerala Speech competition for High School students was conducted on 5 October 2023.

7. Meeting of Students' Union held on 01/12/2022

The union members under the guidance of the Dean of Student Welfare decided to conduct Union and Arts Club inauguration in December.

ATR

Meeting of 13/03/2023- The inauguration of the College Union and Arts Club was conducted on 15/12/2022 .

8. Meeting of the PTA held on 15/12/2022

The members of the PTA decided to raise the amount of PTA fund from Rs 1000 to 2000 per year.

ATR

Meeting of 27/09/2023 - PTA fund was raised from Rs 1000 to Rs 2000 per year.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Report on Faculty and Staff Welfare Measures

The college has implemented a comprehensive set of welfare measures to enhance the well-being of its faculty and staff, focusing on both personal and professional aspects of their lives. These initiatives aim to create a supportive environment, promote health, and foster a strong sense of community among all members of the institution.

The physical facilities provided by the college are designed to ensure a comfortable and productive work environment. Large, well-ventilated rooms are equipped with comfortable seating arrangements, tables, and storage facilities. Essential amenities such as washroom facilities, a ladies' waiting room, and safe drinking water are readily available. The college also provides a sick room for immediate medical needs, ample parking facilities, and a robust Wi-Fi network to support daily operations. For physical well-being, a gym (for ladies and gents) is accessible to all staff members, and the canteen offers refreshments during break times.

Professional development is a key focus of the college's welfare measures. The institution encourages staff to enhance their capabilities through various means, including in-house training programs, seminars, and faculty development programs.

Faculty members are particularly supported in their pursuit of higher education, with the college providing an academic environment conducive to research and publication. This includes access to library resources, research guidance from senior faculty, and leave provisions for Ph.D. work. The college also facilitates pre-Ph.D. presentations and evaluations, and celebrates academic achievements by felicitating Ph.D. awardees.

The college recognizes the importance of **work-life balance and spiritual well-being**. A prayer hall is available for spiritual refreshment, and staff tours are organized for both teaching and non-teaching staff to promote bonding and relaxation. Various types of leave, including earned leave, on-duty leave,

maternity leave, medical leave, and casual leave, are provided in accordance with Kerala State Government Rules.

Financial security is addressed through a range of insurance and support mechanisms. Staff and faculty benefit from the Kerala Private College Staff Provident Fund, State Life Insurance, Group Insurance Scheme, Group Personal Accident Insurance Scheme, and Medical Insurance for State Employees and Pensioners. Additional financial support is available through the management fund, which covers expenses for training programs and staff meeting refreshments.

The St. Thomas Cooperative Society offers further financial assistance, including loans, cash deposit facilities, and scholarships for staff members' children who achieve high academic marks.

A contributory fund raised by staff and faculty provides gifts for special occasions such as marriages, house warmings, and retirements, as well as financial assistance during times of sickness or accidents.

In addition to the above-mentioned financial support, the college has established **the 'Care and Share' program**. This initiative extends financial help to staff, faculty, and their immediate family members who are facing serious health problems, with a particular focus **on cancer treatment support**.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document

6.3.3

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

Response: 28

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	9	7	6	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4

Percentage 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

Response: 18.75

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	4	2	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The institution has a Performance Appraisal System for both teaching and non-teaching staff. The performance appraisal of the faculty is conducted annually and is a mandatory process. Separate forms are provided for teaching and non-teaching faculty. The objective of the appraisal is not only to evaluate performance as per established norms but also to identify potential areas for improvement that can lead to further progress and growth of the individuals.

The proforma of performance appraisal of faculty includes areas such as:

1. Teaching – Details of teaching – modes of teaching, hours engaged in teaching
2. Administrative responsibilities – type of responsibility and role performed
3. Examination and evaluation duties
4. Student related cocurricular, extension, and field-based activities
5. Organisation of seminars/conferences/ workshops/and other college/ university activities
6. Invited lectures/resource person/paper presentation in seminars/conferences/full paper in conference proceedings
7. Details of publication in peer-reviewed or UGC listed journals
8. Books/article/chapter published
9. Research guidance, projects and consultancy
10. Official responsibilities for Govt. of Kerala

- The college also collects feedback from students about each faculty at the end of each academic year. The feedback is analysed by the principal and reported to the faculty. They in turn make plans to make the necessary corrections.

The proforma of performance appraisal of staff includes areas such as:

1. Details of professional development, training programmes
2. Appraiser Observations on:

1. Knowledge about the work
2. Interpersonal skills
3. Accessibility
4. Punctuality
5. Ability to organise work and carry it out
6. Proven ability to manage multiple tasks effectively
7. Maintenance of files and records
8. Completion of work on schedule
9. Cooperation with colleagues
10. Mutual motivation with colleagues

In addition to this the faculty maintain a 'Teacher's Diary.' The 'Diary' is checked and approved by the principal at the end of each academic year.

Moreover, the faculty prepare a self appraisal of their work for applying for promotion. The self appraisal report is submitted to the principal and the IQAC. The IQAC gives permission to the faculty to apply for promotion with the university. The faculty is evaluated by the screening or selection committee formed by the university.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Regular internal and external audits of the college's financial transactions are conducted as part of standard procedures. The college conducts both internal and external audit. Internal audit is conducted every year by Nambiar and Thomas Chartered Accountants, who are assigned by the management. The auditors perform detailed testing of financial transactions. They verify records, reconcile accounts, and assess compliance with accounting standards. The auditors compile their findings into a comprehensive report. The internal audit includes audit of income by way of fees, Grants from government,

administrative income such as exam remuneration, college journal publication, etc., and audit of expenditure by way of salary and allowances, examination expenses, student welfare expenses, administrative expenses, and university affiliation expenses. It also includes audit on miscellaneous expenses.

In addition to this an Administrative and Academic Audit (AAA) is conducted by the team assigned by the Managing council every year. They submit the report before the Managing council.

A team from the Deputy Directorate of Collegiate Education, Kottayam, conducts the external audit on the retirement of the principal and the Head of the office superintendent. Audit from the office of Accountant General also takes place occasionally. The external auditors review the financial records. They assess compliance with legal requirements, accounting standards, and government guidelines. The auditors verify the accuracy and completeness of financial statements. They ensure that disclosures are transparent and reflect the true financial position of the college.

In the case of objections pointed out by the auditors, the college does the needed to clear the objections. On clearing the objections, the auditors give the final report. The funds subjected to government audit include PD fund, tuition, university fee, funds from the RUSA.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document

6.4.2

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

Response: 1.31

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3.02	0	2.65	0.65	0.22

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The college demonstrates a robust and diverse approach to fund mobilization and resource utilization. The institution employs various strategies to raise funds, ensuring a steady flow of resources to support its academic and infrastructural needs: The sources of funds include : Central Government funds, State Government Funds, Management Funds, PTA contribution, Alumni , Staff and students contributions.

Sl.No.	Strategies for mobilisation	Utilisation of the amount raised
1.	RUSA 2.0	Renovation of old building and construction of the new block
2.	Management fund	For renovation of college premises
3	Contribution from PTA	Payment of salary of Part time faculty
4	Contribution from Alumni	<ol style="list-style-type: none"> 1. Buying books for the library 2. Sneha Veed Project
5	Contribution of staff	<ol style="list-style-type: none"> 1. Medical expenses for treatment of a deserving students/parents of students/siblings of students 2. Curtain and carpet of the prayer room 3. Sneha Veed Project (Charity for building two houses for needy students)

		4. Charity for Maria Sadan 5. Furniture (chairs) for research scholars' room
6	Well wishers	Scholarships awarded
7	Personal Deposit (PD) Account Fee from the Govt.	Expenses towards purchase of science lab equipment, College Magazine , Activities of Women's Cell, Sports activities
8	Central and State Govt. scholarships	E Grantz for SC, ST and OEC students, National scholarship for minority
9	Central Govt. Fund for NSS	For meeting expenses of NSS activities
10	Staff welfare Fund	Welfare of faculty and Staff
11	Care and Share – Sale of old newspapers, sale of scrap, ice cream sale during festive occasions,	Fund for treatment of Cancer patients (students/faculty/staff/immediate family members of students/faculty and staff)
12	Registration fee for Online workshop hosted by the college	Profit was used to meet expenses for ICT support - updating website
13	Honesty shop – sale of stationery and festival items	Profit of the sale for Care and Share
14	Journal publication fee	For publishing college journal

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

At the onset of the new academic year, the Managing Council of the college headed by the Patron convenes to plan for the new academic year. The principal provides updates on the institution's activities. It also reviews the academic and administrative status of the institution. The managing council assigns two of its members to carry out the Academic and Administrative Audit of the completed academic year.

The meeting of the Managing Council meeting is followed by the meeting of the Internal Quality Assurance Cell (IQAC). The principal, who is also the chairperson of the IQAC, conveys the highlights of the Managing Council meeting at the IQAC meeting. The IQAC consistently works to foster a culture of quality across all college activities, channelling efforts towards promoting holistic academic excellence.

The IQAC prepares the strategic plans for the year. These strategic plans are crafted to align with the evolving educational landscape, the institution's vision and mission, and societal demands. The plans consider both national requirements and the broader global context. The plans focus on academic excellence, research, promotion of social sensibility, and environmental consciousness.

The IQAC initiatives are discussed in the college council and the in-house curriculum planning committee. The in-house curriculum committee assigns the responsibilities of implementing the plan to the concerned committees, cells and clubs. The committees, cells, and clubs comprising the faculty, staff, students, members of the Parent-Teacher Association (PTA), and alumni, execute the directives of the IQAC and provide feedback reports accordingly.

Key Contributions of IQAC

Curriculum Planning and Implementation

- Conducting in-house curriculum planning committee meetings to devise action plans synchronized with the academic calendar for efficient curriculum delivery.

Responsibility Distribution

- Allocating responsibilities among staff and students to ensure seamless functioning and accountability within the institution.

Pre-Internship Orientation

- Organizing pre-internship orientations for students and heads of practice teaching schools to prepare for practical engagement.

Regular Quality Appraisal Meetings

- Convening regular IQAC meetings to assess quality initiatives and ensure continuous improvement.

Stakeholder Feedback

- Collecting and analysing feedback from stakeholders, followed by implementing necessary changes based on the insights gathered.

Student Satisfaction Surveys

- Conducting surveys to gauge student satisfaction regarding the success of implemented strategies, which informs future actions.

Academic and Administrative Audits

- Performing audits to evaluate both academic and administrative functions, ensuring adherence to quality standards.

Staff Performance Appraisal

- Implementing performance appraisals for staff to foster professional growth and accountability.

Skill Development Programs

- Organizing skill development programs aimed at enhancing the employability and competencies of students.

These activities collectively contribute to the internalization of a quality culture within educational institutions, aligning with the guidelines set forth by the National Assessment and Accreditation Council (NAAC) for continuous quality enhancement and sustenance.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The college employs a multi-level review process for teaching and learning .

At the onset of an academic year the Managing council headed by the Patron discuss the plan for the new academic year. The principal, a member of the apex body, presents a brief report of the scholastic and co scholastic accomplishments of the bygone year and the challenges of the new year. The Managing council assigns the Principal and the IQAC the responsibility for designing the strategic plans for the year. The College council and the In house curriculum committee prepare the action plan to implement the strategic plans. The In-house curriculum committee prepares the academic calendar for the year. The principal, informs the staff council of the decisions of the apex bodies. The staff council decides the duties and responsibilities of the various committees, cells, and clubs, which in turn implements the decisions of the apex bodies.

The newly inducted students undergo a 'Bridge course' to familiarise with the professional programme and an entry level test at the beginning of the programme. The results of the entry level test are analysed to identify the diverse needs of the students. The faculty, based on the information gathered through the entry level test employ diverse modes to transact the curriculum.

The college reviews the teaching learning process at different levels as follows:

1. Classroom Level

Individual teachers closely monitor student performance and progress on a daily basis. This allows for immediate identification of learning gaps and personalized interventions.

2. Mentorship Level

Mentor teachers engage in regular discussions with their mentees, addressing day-to-day learning challenges and other education-related issues. This personalized approach supports students' academic and personal growth.

3. Staff Council Level

Periodic staff council meetings, led by the principal, focus on discussing and coordinating key academic activities such as: - Academic schedules, Internship programs, Internal examinations, Model examinations, co-curricular activities and other relevant activities. The University examination result of students is analysed in staff council.

4. In-house Curriculum Committee Level

This committee conducts periodic meetings to review the implementation of:

- Academic calendar
- Action plans formulated at the beginning of the academic year
- Mid course corrections are made as and when needed

This ensures adherence to planned academic activities and timely adjustments if needed. The committee

gathers feedback on the curriculum from different stakeholders. The results are analysed, and the needed actions are taken.

5. College Council Level

The College Council reviews the overall teaching-learning process in its meetings, providing a broader perspective on educational effectiveness.

6. Internal Quality Assurance Cell (IQAC) Level

The IQAC plays a crucial role in maintaining academic standards:

- Reviews the status of academic events
- Evaluates the implementation of strategic plans decided in its first meeting
- Scrutinizes Self Appraisal Reports of faculty members especially of those applying for grade promotion
- Makes decisions regarding grade promotion applications

7. Management Level

The highest level of review involves:

- The principal briefing the Managing Council and Patron on both scholastic and co-scholastic performance of faculty and students
- An annual internal audit of academic and administrative matters conducted by two members assigned by the Managing Council

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 23.4

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
26	42	21	20	8

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Report on Incremental Improvements Achieved Due to Quality Initiatives

The NAAC peer team (3rd cycle) made the following observations :

- Establish MoUs with local/State/National Agencies - Initiate networking with academic bodies and agencies
- Initiate a centre for research
- Obtain autonomous status for the college
- Get the alumni association registered

The college has diligently worked on these suggestions and achieved significant success in implementing all the suggestions except attaining autonomy. The strategic plans of the college from 2014 onwards have highlighted these recommendations.

The implementation of two of the key recommendations is given below:

- Establish MoUs with local/State/National Agencies - Initiate networking with academic bodies and agencies
- Initiate a centre for research

I. INITIATION OF A RESEARCH CENTRE

1. Initiation of Postgraduate Department (2005):

- The establishment of the postgraduate department in 2005, laid down the foundation for advanced academic pursuits.

2. Formation of Research Committee:

- A dedicated research committee was established to facilitate research consultations, pre-Ph.D. presentations, and support for faculty and research scholars.

3. Faculty Development:

- Faculty members pursued and attained doctoral degrees, marking a crucial step towards professional development.
- Faculty published research articles in UGC CARE journals, peer-reviewed journals and seminar proceedings, enhancing their academic credentials.
- Participation in national and international seminars and conferences further enriched their research experience.

4. Library Enhancement:

- The college library underwent significant updates, increasing the number of research-related books, journals, theses, and dissertations.
- Subscription to NLIST, INFLIBNET provided access to a vast array of academic resources.

5. Eligibility for Research Guideship:

- Four of the faculty members gained research guideship in Bharathiar University , Coimbatore and Manonmaniam Sundarnar University, Tirunelveli , contributing to the college's research capabilities. One out of them later gained guideship at the affiliating Mahatma Gandhi university. This facilitated the recognition as a research centre.

6. The college entered MoU and conducted programmes in association with reputed educational institutions both inside and outside the country.

7. Infrastructure Augmentation:

- Dedicated rooms for research scholars and supervisors were established, providing a conducive environment for research activities.

8. Application for Recognition:

- In May 2022, the university invited applications for research centre among affiliated colleges.
- Three eligible faculty members applied for research guideship

9. Recognition as Research Centre:

- The college was recognized as a research centre in education in November 2022, with three faculty members as research guides.
- The research centre was inaugurated on November 23, 2022.
- The first batch of research scholars joined for Ph.D. Course work on 1 March 2022, marking the beginning of a new era in the college's academic journey.

II. ESTABLISHMENT OF MEMORANDA OF UNDERSTANDING AND LINKAGES WITH ACADEMIC BODIES

1. *Strategic Planning:*

- The college's strategic plan since 2014 has focused on establishing meaningful collaborations with eminent institutions both within the country and abroad.

2. *Establishment of MoUs and linkages*

- The college has engaged in MoUs with various prestigious institutions to foster academic collaboration for mutual benefit. These collaborations encompass research, education, sharing of human resources, student development programs, capacity building programs, sharing of e-resources, community extension programs, coaching programs for students, formulation of certificate courses, collaboration in teacher training, and organizing seminars, webinars, workshops, and research projects.

Details of MoUs - (Past 10 Years):

Sl.No.	Name of the institution	Duration
1	University of Malaya (Malaysia)	April 6, 2019 (3 years)
2	AIMST University (Malaysia)	April 6, 2019 (3 years)
3	Geneva Business School (Switzerland)	April 6, 2019 (3 years)
4	Marian College, Kuttikanam	January 17, 2020 (5 years)
5	St. Joseph's College of Education, Mysuru	June 2020 (until May 31, 2024)
6	Trinity College, Jalandhar, Punjab	August 21, 2021 (until August 20, 2024)
7	SNM Training College, Moothakunnam	July 23, 2021 (until May 31, 2024)
8	Yuvakshetra Institute of Management Studies (YIMS), Palakad	December 18, 2020 (until 2023 – now renewed to 2026)
9	Don Bosco Arts and Science College, Kannur	May 14, 2022 (5 years)
10	St. Joseph College of Teacher Education for Women, Ernakulam	May 14, 2022 (5 years)
11	St. Ann's College of Education, Secunderabad	October 23, 2022 (5 years)

Linkages with Local Educational Agencies:

- The college has established linkages with 17 schools for induction and internship programs. They act as the cooperating schools for the induction and internship programmes. The concerned subject teachers are the mentors of the student teachers during the period.
- St. Thomas HSS, Pala – The school is the Model school of the college. The linkage aims at uplifting the students of the school emotionally, socially, and academically.

The college has diligently worked to implement the suggestions provided by the NAAC peer team.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

Energy Policy and Sustainability Initiatives

The college's energy policy document outlines comprehensive measures for energy conservation, which both staff and students diligently adhere to. This commitment ensures the effective reduction of energy consumption across the campus. Our college gives foremost importance in energy conservation in following ways:

1. The college has fully embraced renewable energy by installing solar panels to meet all its electricity needs. A 12kW rooftop on-grid solar system consists of solar panels installed on the roof of a building, which are connected to the local utility grid to supplement the building's electricity needs. This type of system allows excess electricity generated by the solar panels to be fed back into the grid, potentially earning credits or payments from the utility company. Moreover, by feeding excess energy back to the **Kerala State Electricity Board**, the college is actively participating in the broader energy conservation, demonstrating the practical benefits of sustainable practices. This initiative not only reduces the institution's carbon footprint but also promotes sustainability and environmental consciousness among students and staff. The transition to solar power underscores the college's commitment to innovative and eco-friendly solutions.
2. Huge amounts of energy is conserved by switching off the fans and lights when not required.
3. To save energy the institution is moving towards 100% LED lights
4. Student sessions and classes happen during daytime. This avoids use of artificial lighting on sunny days. This saves electric power.
5. By upgrading insulation, the institution reduces the energy loss and contributes to energy conservation.
6. Teachers using systematic links during class hours to discuss electricity conservation at college can significantly enhance students' understanding of energy-saving practices. These talks, combined with assigned conservation tasks, provide practical and innovative ideas on reducing energy consumption. This approach not only educates but also empowers students to adopt sustainable habits in their daily lives. Students in the class have directions to switch off the light and fans after class.
7. During staff meetings and morning assemblies staff and students of the college are instructed to ensure conservation of renewable and non-renewable energy resources.
8. By unplugging LCD projectors and computers when not in use, the college conserve energy, helping to save a significant amount of power and money over time while contributing to a more environmentally friendly campus.
9. Old electrical appliances that consume more energy are replaced with power-efficient ones to reduce power consumption and wastage. This helps to save electric power at the college.
10. The use of light fixtures near windows and in unused corners is monitored. Since the rooms in the

college are large, this helps in conserving energy.

11. Special attention is paid to appliances in the classrooms due to their high power consumption and the need for frequent maintenance. Regular maintenance is ensured as per manufacturer recommendations.
12. Energy saving efforts of staff encourage students and others to join in the initiative.
13. Power conservation and awareness events are held periodically to engage the college community in energy conservation. Additionally, students are educated about energy conservation during assemblies, and reminders are given whenever they neglect to follow conservation practices.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Sustainable Waste Management Strategy

Solid Waste Management

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

There are two types of Solid wastes, Biodegradable and Non-biodegradable. Biodegradable waste is allowed to degrade and decompose. Non-biodegradable wastes like plastics are not allowed in the college campus. The college campus is a plastic free campus.

Dust bins are provided throughout the campus. Littering waste in the campus is strictly prohibited. Use of plastic bags is discouraged within the premises of the campus. The college has an organized waste management system. Food waste from the campus is collected and taken to a neighboring pig farm. Solid waste is periodically picked up by the *Haritha Karma Sena* of the Municipality. Two bins are strategically placed in different locations around the college for waste segregation. An *incinerator* is available on campus to burn paper waste. Additionally, there is a *pipe compost* system used to compost food waste. These efforts contribute to maintaining a clean and sustainable environment within the college. A toilet incinerator is installed to effectively burn napkins, providing a hygienic and environmentally friendly disposal solution. This device ensures minimal waste accumulation and reduces the need for traditional waste management methods.

The college's waste management policy, in line with the State Government's *Uravida Malinya Samskaranam* (reduction of waste at the source) initiative, incorporates a range of advanced waste management techniques. The NSS unit plays an active role in these efforts by organizing clean-up drives

and awareness programs. Furthermore, the Green Protocol Samithi advocates for eco-friendly practices to reduce waste and support sustainable campus operations.

Liquid waste Management

The liquid waste management system consists of a well-constructed drainage network leading to closed collection tanks, which are regularly cleaned to prevent water stagnation. The college hostel has established a **Sewage Treatment Plant** to manage and treat wastewater effectively. This facility ensures that the sewage is processed to remove contaminants, making the water safe for release into the environment. The recycled water is used to water plants.

The institution has a Waste Management Policy which is strictly adhered to. The policy is posted in the college website. The institution's Waste Management Policy is guided by several objectives. Firstly, it aims to ensure compliance with waste legislative requirements, including planning for future changes and mitigating their effects. Secondly, the policy focuses on minimizing waste generation at its source and promoting repair, reuse, and recycling practices to reduce reliance on disposal methods.

Investment in the expansion of recycling opportunities on campus is prioritized to transform waste into value-added products. Appropriate training is provided to teachers, residents, staff, students, and other stakeholders on waste management issues through the activities of the NSS and Green Protocol. The college also offers a Value-Added Course on 'Bottle Art' – turning used glass bottles into art pieces. Overall, the Waste Management Policy promotes a holistic approach to waste management within the campus community, emphasizing sustainability and environmental responsibility.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

7.1.5 Fostering a Clean, Green, and Pollution-Free Campus

The institution prioritizes a safe and healthy environment for its students and staff. Spacious classrooms prevent overcrowding, while daily cleaning of walk ways, washrooms, and classrooms ensures hygiene. Activity rooms are cleaned regularly, and the campus greenery is meticulously maintained by Staff, NSS members and the Green Protocol Samithi. To promote sustainability, the college distributes vegetable saplings and plants to students. A MOOC on organic farming, including hands-on projects like manure making and vegetable farming, enhances students' understanding of eco-friendly agriculture. These initiatives contribute to a healthier, more sustainable community by integrating environmental awareness into the curriculum. The college's commitment to cleanliness, green spaces, and sustainable practices creates a conducive environment for learning and well-being. Through these efforts, the institution demonstrates its dedication to fostering a holistic educational experience that extends beyond academics to include environmental responsibility and health consciousness.

Moreover, the college is a plastic-free campus and upholds zero waste management principles, contributing to a pollution-free environment. Recycling bins are strategically placed around the campus, encouraging students and staff to dispose of waste responsibly. Regular activities and seminars on sustainable practices are conducted, raising awareness about environmental conservation. The college's green initiatives also include a robust composting system, turning organic waste into valuable manure for the campus gardens. These comprehensive efforts highlight the institution's dedication to sustainability, making it a model for environmentally conscious education.

Additionally, the facility includes a dedicated disposal system for sanitary napkins and paper waste through incineration, further emphasizing the institution's commitment to maintaining a clean and healthy environment.

This system ensures that waste is managed efficiently and hygienically, reducing the risk of contamination and promoting a sustainable approach to waste disposal. The college maintains a high standard of cleanliness and hygiene across the campus. All toilets are cleaned and sanitized regularly, ensuring a healthy environment for students and staff. Additionally, the college buildings are painted regularly, keeping the premises looking fresh and well-maintained. Classrooms and other rooms are also cleaned and sanitized on a regular basis, providing a pristine and welcoming atmosphere.

This commitment to cleanliness extends to every corner of the campus, fostering a sense of pride and responsibility among the college community. The consistent upkeep of the facilities reflects the institution's dedication to creating a safe and pleasant learning environment. Overall, these efforts contribute significantly to the well-being and satisfaction of everyone on campus.

Overall, the institution's commitment to cleanliness and maintenance is evident in its comprehensive approach. Regular cleaning schedules, proper waste management, and prompt repairs ensure a hygienic and well-functioning environment. The use of eco-friendly cleaning products demonstrates a concern for both health and sustainability. Well-maintained outdoor spaces provide pleasant areas for relaxation and social interaction. This holistic strategy not only preserves the physical infrastructure but also creates an atmosphere conducive to learning and productivity. Ultimately, the institution's dedication to cleanliness and maintenance significantly contributes to the overall well-being and success of its students and staff.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.39**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.02879	0.06915	10.86984	1.25269	0.30493

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:**7.1.8 Community-Centric Innovation: Institutional Strategies for Local Empowerment**

St. Thomas College of Teacher Education, nestled in a semi-urban setting, has become a model for community engagement and sustainable development through its innovative approach to education. The institution seamlessly incorporates local resources and knowledge into its curriculum, offering students a unique and enriching learning experience. The college has created learning opportunities in sustainable agriculture and environmental stewardship. The integration of the area's cultural heritage into academic programs fosters a deep appreciation for local traditions and practices among students.

Through community outreach programs, students actively participate in solving real-world problems, applying their theoretical knowledge to practical situations. This symbiotic relationship between the college and the community has led to the development of locally relevant research projects and initiatives that address pressing social and environmental issues. As a result, the college not only prepares future educators but also cultivates engaged citizens who are deeply connected to their local environment and committed to sustainable development.

The college's commitment extends beyond academics, as demonstrated by organizing blood donation camps, providing mental health counseling at Mariasadhanam, and conducting clean-up drives along the

Meenachil River and cleaning the Municipality. These activities not only enhance the educational journey of students but also highlight the college's dedication to societal welfare and sustainable practices. Over the years, St. Thomas College has implemented numerous programs that leverage the local environment and resources.

In 2022-23, the college hosted "JAGRATHA," a national webinar series focusing on women's health issues, in collaboration with Archana Women Centre, It is started since 2020. The institution also organized blood donation camps, youth empowerment programs, and anti-drug exhibitions, showcasing its commitment to community health and social awareness. The college participated in government initiatives such as the 'Orange World Campaign' and the Samagra Sakhshara Pala Project, promoting literacy and women's empowerment.

In 2021-22, the college continued its efforts with blood donation camps, awareness programs on AIDS and cancer, and webinars on adolescent care and psychological issues related to COVID-19. The 2020-21 academic year saw a shift to online modes due to the pandemic, but the college adapted by conducting webinars on integrated family farming, cancer awareness, and intergenerational interactions. On March 31, 2022, the Sreshtadhanam programme, a book donation initiative, was conducted where beneficiaries contributed books to the library.

In 2019-20, students contributed to the community's COVID-19 response by preparing and distributing 5,000 masks. They also visited a psychosocial rehabilitation center, offering support and assistance. The college hosted an anti-narcotics program featuring a one-act play to educate students about the dangers of drug abuse.

In 2018-19, students participated in community cleanup efforts, by cleaning the entire wards of Municipality and cleaning the Meenachil River, demonstrating the college's commitment to environmental stewardship. Through these diverse initiatives, St. Thomas College of Teacher Education has consistently demonstrated its dedication to integrating education with community service and sustainable development. By leveraging local resources and knowledge, the institution not only enriches the educational experiences of its students but also strengthens ties with the surrounding community. This approach prepares graduates to be conscientious educators and active contributors to society, reinforcing the college's mission to uphold values of service, sustainability, and community empowerment in education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice I

Title of the Practice – EMPOWERING MINDS (College's Commitment to Maria Sadhanam – Psycho Social Rehabilitation Centre)

Objectives:

- Encourage consistent volunteering efforts from students and faculty to provide companionship and support to the inmates.
- Provide regular counselling sessions fostering emotional well-being .
- Provision of meals for the inmates on a weekly basis.
- Implement diverse programs aiming at enhancing their overall well-being.

- Encourage staff and students to contribute funds for the centre.

Context

The college supports the inmates of Maria Sadhanam with and material and emotional support. Weekly provision of nutritious meals ensures the residents' physical health, while diverse programs tailored to their needs.

Practice

Effective practice involves organizing regular volunteering opportunities for both students and faculty at the centre. Implementing a structured counselling program ensures that inmates receive consistent emotional support.

Evidence of Success

Increased volunteer participation and consistent engagement from students and faculty signify a growing sense of empathy. Regular counselling sessions have resulted in noticeable improvements in their emotional well-being. The provision of weekly meals has contributed good health conditions.

Problems Encountered and Resources Required

Problems Encountered:

- Limited resources for addressing the diverse needs of inmates.
- Challenges in providing comprehensive counselling services.
- Barriers to implementing diverse programs tailored to the specific needs of the inmates.
- Accessibility barriers for individuals with physical disabilities.
- Limited funding and resources for infrastructure improvements at the centre.

Resources Required:

- Increased funding for expanding services.
- Educational campaigns and workshops to raise awareness.
- Flexible scheduling options and incentives.
- . Training programs to equip staff and students with counselling skills.
- . Budget allocation for purchasing nutritious food supplies.
- Collaboration with experts to design diverse programmes.

- Regular communication channels and conflict resolution mechanisms between stakeholders.

Notes

Effective collaboration is essential for the success of any endeavour. This initiative also needs effective collaboration and systematic planning.

Best Practice 2

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

Objective of the practice:

To assist student teachers to qualify State and National level teacher eligibility tests.

- Facilitate comprehensive understanding of the syllabus and exam pattern for KTET, CTET SET, and NET to the aspirants.
- Foster critical thinking and problem-solving skills.
- Cultivate a deep understanding of subject area and pedagogical concepts.
- Provide regular practice through mock tests and practice papers.
- Offer continuous support and guidance.

The Context: Need to qualify teacher eligibility tests to secure teaching jobs

In response to the growing demand for qualified teachers across the educational landscape, our college has initiated a specialized coaching program aimed at assisting student teachers in clearing State and National level teacher eligibility tests.

The Practice:

Experienced educators and subject matter experts and alumni who have cleared those exams conduct live classes on scheduled dates, providing interactive instruction.

Evidence of success – Good results.

Problem encountered and resources required

Finding enough time for conducting classes poses a challenge. Allocating funds for external experts is also an issue. Efficient strategies and funding sources are essential to address these obstacles.

Notes

Efficient time management and adequate financial planning are essential for the smooth operation of this program.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Institutional Distinctiveness

Nurturing Socially Responsible Educators

St Thomas College of Teacher Education, established in 1957 with the motto "LUX AD ILLUMINANDUM," fosters future educators through its NAAC 'A' grade accreditation, holistic approach, and vision of "Enlightenment, Excellence and Service through Divine Illumination," cultivating service-oriented educators prepared to face future challenges in the educational system.

Social Resilience: Community Initiatives amidst the COVID-19 Pandemic

During the COVID-19 pandemic, St Thomas College of Teacher Education demonstrated exceptional community service through its **SANNADHAM** programme, distributing 5000 masks to public.

Insights from SPARSHAM: Navigating the Mental Health Impact of the COVID-19 Pandemic

SPARSHAM, an initiative during the COVID-19 pandemic, involved 125 trained teacher trainees and teachers providing counselling services to students and parents from neighbourhood schools.

Community Engagement Programmes through Webinar series

The college demonstrated adaptability and commitment during the COVID-19 pandemic by organizing online workshops and webinars on digital classrooms, national education policy, and family farming, showcasing its dedication in both educational and societal needs in challenging times.

JAGRATHA Webinar Series (2020 onwards)

The **Jagratha** webinar series, initiated in collaboration with Archana Women's Centre at Ettumanoor since 2020, aims to raise awareness about societal issues among rural women and children, equipping student teachers with essential skills for teaching social subjects and fostering community engagement.

Nirakkoot: Adding colours to life (an extension programme in Schools)

The **Nirakkoot** 2022 project, an extension programme by student teachers of the college, aimed to create an engaging learning environment through murals, foster social commitment, and promote mother tongue education.

Blood Donation

The college consistently demonstrates its commitment to community health through annual blood donation awareness programs and camps organized by its Red Ribbon Club and Health Club, collaborating with local organizations and hospitals to educate students and facilitate blood donations throughout the years.

Nourishing Hope: Miss-A-Meal - Initiative Supporting Mariasadanam Psychosocial Rehabilitation Centre

The college demonstrates exemplary social responsibility through its "**Miss-A-Meal**" programme and other initiatives, where faculty and students collaborate to provide weekly meals, counselling, cultural programmes, and financial support to Mariyasadanam, a rehabilitation centre for over 400 destitute and mentally disabled individuals in Palai, Kottayam.

NSS Community Service Efforts

The NSS unit of the college demonstrates a comprehensive approach to community service through various initiatives, including **anti-drug campaigns, human rights awareness, parenting programs, and environmental conservation efforts**, such as the Meenachil River Conservation Campaign, showcasing the college's commitment in addressing diverse social issues and fostering civic responsibility among students.

Champions of Community Service, Disaster Relief and SNEEHAVEED Home Project

The college showcased social responsibility through cleaning projects and humanitarian aid during the 2018 floods and 2021 Kootikal disaster. Our college also fosters community engagement and social responsibility by supporting St. Thomas Higher Secondary School, offering diverse programmes, mentoring aspiring civil servants through **BEAUTIFUL MINDS**, and aiding cancer patients through the **CARE AND SHARE** initiative.

The **SNEEHAVEED HOME PROJECT** at St. Thomas College of Teacher Education has built five houses since 2019, combining financial support and student labour, showcasing long-term commitment to community service and improving lives.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Additional Information

St. Thomas College of Teacher Education in Pala, Kerala has developed an **Institutional Development Plan (IDP) for 2023-2035** to advance its mission and vision in alignment with UGC guidelines. Established in 1957, the college is a pioneer in teacher education and was first accredited by NAAC in 2000, currently holding an A grade.

The IDP outlines six strategic goals:

1. Academic Excellence and Professionalism
2. Research and Publication
3. Infrastructure and Student Support
4. Extension and Community Engagement
5. Sustainable Development and NEP Perspectives
6. Governance and Administration

Key objectives and action plans include:

- Achieving A++ in NAAC accreditation by 2024
- Attaining a position among the top 500 colleges in NIRF ranking by 2030
- Enhancing research output and publications
- Upgrading to fully digitized library and ICT-enabled classrooms by 2025-2026
- Implementing community engagement initiatives
- Creating a 100% green campus by 2027
- Starting Integrated Teacher Education Programme (ITEP) by 2030
- Progressing towards autonomy by 2032
- Becoming part of a cluster university by 2035

The college aims to improve its academic quality, research culture, infrastructure, and governance while fostering equity, inclusion, and social responsibility. It plans to leverage technology, enhance employability

skills, and align with NEP 2020 directives.

The IDP emphasizes collaboration with stakeholders, including students, faculty, staff, alumni, and governing bodies. It seeks to create a dynamic learning environment that empowers students and faculty to excel academically while instilling values of integrity and lifelong learning.

By implementing this plan, St. Thomas College of Teacher Education aspires to become a centre of excellence in teacher education, focusing on enlightenment, excellence, and service through divine illumination. The college aims to produce high-quality teachers for the 21st century, contributing to better futures and social change.

Concluding Remarks :

St. Thomas College of Teacher Education in Pala, Kerala is a Christian minority institution established in 1957. Affiliated to Mahatma Gandhi University, it offers B.Ed., M.Ed., and D.El.Ed. programs, with a recently recognized research centre. The college has been accredited by the NAAC, achieving A grade in its latest cycle. The institution's vision focuses on enlightenment, excellence, and service through divine illumination. Its mission aims to develop intellectually competent and morally upright teachers with a strong social commitment. The college follows the university curriculum while adapting it to local contexts and contemporary issues.

The teaching-learning process employs a multi-modal approach, including discussions, seminars, field trips, and ICT integration. The college has a well-equipped infrastructure with ICT-enabled classrooms, laboratories, and a digital library. It offers value-added courses and encourages students to pursue MOOCs for self-study. Student support includes skill enhancement programs, research orientation, and career counselling. The college boasts excellent academic performance and placement records. Governance is decentralized and participative, involving all stakeholders. The institution has well-defined policies, and a strategic plan aligned with its goals.

Research and outreach activities are significant aspects of the college. It publishes a bi-annual peer-reviewed journal and has MoUs with eminent institutions. The college actively participates in community service through various initiatives like "Shekinah" and "Care and Share."

Key strengths include a legacy of distinguished service, supportive management, faculty expertise, and social commitment. Challenges involve low enrolment for M.Ed., implementing NEP 2020 demands, and limited campus area. The college has developed an Institutional Development Plan for 2023-2035, focusing on academic excellence, research enhancement, infrastructure development, community engagement, and alignment with NEP perspectives. Future goals include achieving A++ in NAAC accreditation, improving NIRF ranking, starting an Integrated Teacher Education Programme, and progressing towards autonomy.

St. Thomas College of Teacher Education aims to become a centre of excellence in teacher education, producing high-quality teachers for the 21st century while contributing to social change.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared clarification.</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made the changes as per shared clarification.</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared clarification.</p>

2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared clarification.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above</p>

Remark : DVV has made the changes as per shared clarification.

3.1.4 **Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

1. **Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared reports .

3.2.2 **Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	04	19	42	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	02	11	39	41

Remark : DVV has made the changes as per shared clarification.

3.3.1 **Average number of outreach activities organized by the institution during the last five years..**

3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	59	16	22	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	11	19	11

Remark : DVV has made the changes as per shared clarification.

3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>137</td> <td>124</td> <td>119</td> <td>114</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>111</td> <td>65</td> <td>92</td> <td>98</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per 3.3.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	133	137	124	119	114	2022-23	2021-22	2020-21	2019-20	2018-19	108	111	65	92	98
2022-23	2021-22	2020-21	2019-20	2018-19																	
133	137	124	119	114																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
108	111	65	92	98																	
3.3.3	<p>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years</p> <p>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>137</td> <td>124</td> <td>119</td> <td>114</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>93</td> <td>105</td> <td>89</td> <td>98</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	133	137	124	119	114	2022-23	2021-22	2020-21	2019-20	2018-19	124	93	105	89	98
2022-23	2021-22	2020-21	2019-20	2018-19																	
133	137	124	119	114																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
124	93	105	89	98																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1839 1046 1973"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>17</td> <td>03</td> <td>02</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	17	03	02	01										
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	17	03	02	01																	

2022-23	2021-22	2020-21	2019-20	2018-19
08	11	03	01	00

Remark : DVV has made the changes as per shared clarification.

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	03	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	01	01	01

Remark : DVV has made the changes as per shared clarification.

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

Remark : DVV has made the changes as per shared clarification.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

40.352	72.879	36.135	54.235	20.19
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25.85	45.32	26.65	25.32	11.02

Remark : DVV has made the changes as per shared reports.

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes as per shared clarification.

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	56	30	41	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	36	38	28	36

Remark : DVV has made the changes as per shared clarification.

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	8	10	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	5	8	4

Remark : DVV has made the changes as per shared clarification.

5.4.2 Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made the changes as per shared clarification.

6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**6.3.4.1. Total 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 during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	6	3	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	4	2	4

Remark : DVV has made the changes as per shared clarification.

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

6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.56	0	3.65	2.4	1.34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.02	0	2.65	0.65	0.22

Remark : DVV has made the changes as per shared clarification.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations