YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   **ST. JOSEPH`S COLLEGE OF EDUCATION**

- Name of the Head of the institution   **Dr. PRIYA MATHEW**

- Designation   **Principal**

- Does the institution function from its own campus?   **Yes**

- Alternate phone No.   **08212511992**

- Mobile No: **9482538060**

- Registered e-mail ID (Principal)   **stjosephcollege2012@gmail.com**

- Alternate Email ID   **sjce1971@gmail.com**

- Address   **JAYALAKSHMIPURAM, TEMPLE ROAD, MYSURU, KARNATAKA**

- City/Town   **MYSURU**

- State/UT   **KARNATAKA**

- Pin Code   **570012**

2.Institutional status

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

- Type of Institution   **Co-education**

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **UNIVERSITY OF MYSORE**

- Name of the IQAC Co-ordinator/Director **Dr. ASHA. P. PATHROSE**

- Phone No.   **08212511992**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9886117088**

- IQAC e-mail address   **stjosephcollege2012@gmail.com**

- Alternate e-mail address (IQAC)   **sjce1971@gmail.com**

3.Website address

https://www.stjcollegeofeducation mysuru.in

- Web-link of the AQAR: (Previous Academic Year)

https://www.stjcollegeofeducation mysuru.in/tempfold/facilityfile/S tJosephIQAC_0808202235626.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://drive.google.com/file/d/1 9BidQGdHEVHJk3V4rAdbJIcD0H_VNWFp/ view

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B++**	**2.93**	**2022**	**23/08/2022**	**23/08/2027**

6.Date of Establishment of IQAC   **26/03/2014**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**Nil**	**Nil**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest   **Yes**

NAAC guidelines

- Upload latest notification of formation of IQAC

  View File

9.No. of IQAC meetings held during the year 7

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No

- If yes, mention the amount

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

1. International Seminar on Emerging Trends, Innovations & Challenges in Higher Education 2. Mentoring programme for rural students in collaboration with Pratham NGO, Mysuru. 3. Orientation on Values and Objectives of NAAC followed by NAAC Visit-second cycle. 4. Inauguration of "Power of Two Rupees"programme 5. Subjectwise workshop on preparation of Teaching Learning Materials for B.Ed students by Govt High School teachers. 6. Golden Jubilee Celebrations

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

Plan of Action	Achievements/Outcomes
St. Joseph's College of Education Jayalakshmipuram, Mysore – 12. IQAC PLAN OF ACTION FOR 2021-22 ? To organize faculty enrichment programme department wise and in the line of SDG ? Give training in ICT skills-advanced for the teacher trainees ? To organize seminars and workshops for teachers of MDES ? To launch a research journal to inculcate a culture of research & learning To provide Placement services for the trainees and related consultancy to whoever is interested. ? To have more collaborations and linkages to organize extention activities ? To initiate UGC sponsored add on courses & remedial coaching ? To encourage all faculty members to complete research. To complete NAAC second cycle process	St. Joseph's College of Education Jayalakshmipuram, Mysuru. List of Activities Organized by IQAC during 2021-2022: 1. Orientation Programme for 2nd and 4th Semester: 12/08/21 to 13/08/21, 2. Demo Class by Alumnus Ms. Thanuja Hegde: 19/08/21, 3. Art Workshop for 4th Semester Students 30/09/21 4 Manuscript Magazine release by the English Literary Club 01/10/21 5 Prize Distribution arranging the Notice Board Competition 01/10/21 6 Debate Competition 01/10/21 7 Blood Donation Awareness Program 04/10/21 8 Humanities day 04/10/21 7 Art Work Exhibition 21/10/21 9 Visit to Science Exhibition at Somani B.Ed College 25/10/21 10 Valedictory Function 12/01/22 11 Visit to Snehabhandhu Charitable Trust 24/01/22 12 Orientation program for 1st and 3rd semester 31/01/22 to 01/02/22 13 Power of 2 Rs 04/02/22 14 Talents Day and Fresher's Day 19/02/22 15 Micro Teaching Orientation 07/03/22 16 Women's day 08/03/22 17 Awareness on Human Trafficking 12/03/22 18 Orientation on Anti-Ragging Cell 17/03/2022 19 World Poetry Day 21/03/22 20 World Theatre Day 27/03/22 to 28/03/22 21 Orientation of Student's Grievance cell 29/03/22 22 LAC Activities for First Years 04/04/22 to 05/05/22 21 Reading and Reflection Activities for IInd year Students 11/04/22 to 13/04/22 22 CLC Camp for IInd years 19/04/22 to 23/04/22 23

	World Environment day Celebration 04/05/22 24 Student Council Inauguration 07/05/22 25 Pedagogy Drama for IInd years 20/05/22 to 21/05/22 26 Mock Interview for IInd year students 23/05/22 to 25/05/22 27 PTM for IInd years 28/05/22 28 Subject Wise Orientation for MDES Teachers 09/06/22

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Council	21/09/2022

14.Whether institutional data submitted to AISHE

Part A
Data of the Institution

1.Name of the Institution	ST. JOSEPH`S COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. PRIYA MATHEW
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08212511992
• Mobile No:	9482538060
• Registered e-mail ID (Principal)	stjosephcollege2012@gmail.com
• Alternate Email ID	sjce1971@gmail.com
• Address	JAYALAKSHMIPURAM, TEMPLE ROAD, MYSURU, KARNATAKA
• City/Town	MYSURU
• State/UT	KARNATAKA
• Pin Code	570012
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**UNIVERSITY OF MYSORE**
• Name of the IQAC Co-ordinator/Director	**Dr. ASHA. P. PATHROSE**
• Phone No.	**08212511992**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9886117088**
• IQAC e-mail address	**stjosephcollege2012@gmail.com**
• Alternate e-mail address (IQAC)	**sjce1971@gmail.com**

3.Website address	https://www.stjcollegeofeducationmysuru.in
• Web-link of the AQAR: (Previous Academic Year)	https://www.stjcollegeofeducationmysuru.in/tempfold/facilityfile/StJosephIQAC_08082022235626.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://drive.google.com/file/d/19BidQGdHEVHJk3V4rAdbJIcD0H_VNWFp/view

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B++**	**2.93**	**2022**	**23/08/2022**	**23/08/2027**

6.Date of Establishment of IQAC	**26/03/2014**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**Nil**	**Nil**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of	View File

IQAC		
9.No. of IQAC meetings held during the year	7	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

1. International Seminar on Emerging Trends, Innovations & Challenges in Higher Education 2. Mentoring programme for rural students in collaboration with Pratham NGO, Mysuru. 3. Orientation on Values and Objectives of NAAC followed by NAAC Visit-second cycle. 4. Inauguration of "Power of Two Rupees"programme 5. Subjectwise workshop on preparation of Teaching Learning Materials for B.Ed students by Govt High School teachers. 6. Golden Jubilee Celebrations

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

Plan of Action	Achievements/Outcomes
St. Joseph's College of Education Jayalakshmipuram, Mysore – 12. IQAC PLAN OF ACTION FOR 2021-22 ? To organize faculty enrichment programme department wise and in the line of SDG ? Give training in ICT skills-advanced for the teacher trainees ? To organize seminars and workshops for teachers of MDES ? To launch a research journal to inculcate a culture of research & learning To provide Placement services for the trainees and related consultancy to whoever is interested. ? To have more collaborations and linkages to organize extention activities ? To initiate UGC sponsored add on courses & remedial coaching ? To encourage all faculty members to complete research. To complete NAAC second cycle process	St. Joseph's College of Education Jayalakshmipuram, Mysuru. List of Activities Organized by IQAC during 2021-2022: 1. Orientation Programme for 2nd and 4th Semester: 12/08/21 to 13/08/21, 2. Demo Class by Alumnus Ms. Thanuja Hegde: 19/08/21, 3. Art Workshop for 4th Semester Students 30/09/21 4 Manuscript Magazine release by the English Literary Club 01/10/21 5 Prize Distribution arranging the Notice Board Competition 01/10/21 6 Debate Competition 01/10/21 7 Blood Donation Awareness Program 04/10/21 8 Humanities day 04/10/21 7 Art Work Exhibition 21/10/21 9 Visit to Science Exhibition at Somani B.Ed College 25/10/21 10 Valedictory Function 12/01/22 11 Visit to Snehabhandhu Charitable Trust 24/01/22 12 Orientation program for 1st and 3rd semester 31/01/22 to 01/02/22 13 Power of 2 Rs 04/02/22 14 Talents Day and Fresher's Day 19/02/22 15 Micro Teaching Orientation 07/03/22 16 Women's day 08/03/22 17 Awareness on Human Trafficking 12/03/22 18 Orientation on Anti- Ragging Cell 17/03/2022 19 World Poetry Day 21/03/22 20 World Theatre Day 27/03/22 to 28/03/22 21 Orientation of Student's Grievance cell 29/03/22 22 LAC Activities for First Years 04/04/22 to 05/05/22 21 Reading and Reflection Activities for IInd year Students 11/04/22 to

	13/04/22 22 CLC Camp for IInd years 19/04/22 to 23/04/22 23 World Environment day Celebration 04/05/22 24 Student Council Inauguration 07/05/22 25 Pedagogy Drama for IInd years 20/05/22 to 21/05/22 26 Mock Interview for IInd year students 23/05/22 to 25/05/22 27 PTM for IInd years 28/05/22 28 Subject Wise Orientation for MDES Teachers 09/06/22

13. Whether the AQAR was placed before statutory body? | **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Council	21/09/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	09/01/2023

15. Multidisciplinary / interdisciplinary

Institution envisages to start Integrated B.Ed Programme like BA.Ed and BSc.Ed where multi disciplinary and interdisciplinary subjects would be taught. Institution is in the process of promoting course in Drama, Music, Sports, Craft and Human rights Education

16. Academic bank of credits (ABC):

Academic flexibility will be ensured by allowing students to attend one course from other institution of similar repute. Credit transfer will be ensured. Planning a MoU with other institutions for sharing of credit. Planning to create ABC depository for credit redemption and certificate issuance. Planning to register to ABC through NAD portal.

17. Skill development:

Teachers require lot of skills which are developed through various activities organized by the Institution. Hard core teaching skills are developed through micro teaching workshop, simulation workshop and internship programs. Soft skills required for teachers like creative skills, communicative skill, adaptability, problem solving, leadership skills and technical skills are developed through various cocurricular activities organised by student council and during workshops.

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

Knowledge about Indian values and Indian system of education is developed through the course, Philosophical and Sociological bases of Education where the Vedic system of education and Buddhist system of education and other schemes that were followed in the traditional Indian classrooms were taught to students. In order to develop the awareness about the culture and traditions of our country, various co curricular activities are organised. Students are exposed to different festivals which are of national, state level and regional level importance. Students were given platform where they share about their beliefs, tradition, language and culture during Matrubhasha Diwas. Teaching in Vernacular is encouraged. Medium of instruction is both English as well as Kannada for students coming from Kannada medium and rural background.

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

B.Ed program focuses on developing Programme Learning Outcomes and Curriculum Learning Outcomes. When the student completes two years of B.Ed programme they are expected to develop a lot of behavioral modification in the form of outcomes pertaining to each perspective paper, pedagogical paper, engagement with field activity and enhancing professional competency paper. B.Ed program encourages outcome based education through all the activities and programs. The focus is on the holistic development of the student. Outcomes are encouraged in knowledge, attitude, skill and competencies level.

20.Distance education/online education:

The teachers and the students are well equipped with necessary skills required to conduct online classes using G Suite and other similar platforms. Besides regular classes, a number of webinars, workshops and special events were conducted through the use of Gsuite products such as Google meet, Google classroom as well as Zoom. Effectiveness of such classes was enhanced by the use of

chat box and interactive whiteboards. To tackle the issue of digital fatigue, sufficient time was given at regular intervals to the students and teachers. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions and digital poster designing. The college administration has addressed the issue of digital divide and has supplied gadgets to students who are in need of them. Teachers and students were encouraged to do online courses through SWAYAM portal.

Extended Profile

1.Student

2.1	**186**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**200**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**25**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**91**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**91**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**187**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4.38**
4.2 Total number of computers on campus for academic purposes	**65**

3.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**3**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

words

The curriculum as well as academic calendar followed by the college is strictly in accordance with the one prescribed by the affiliating University. Yet at the college level, academic planning, reviewing and revising of curriculum is done every year.

Academic Planning: Every year before the commencement of the academic year institution organizes a curriculum planning meeting with various stakeholders like the management, alumni, educational experts, student representatives and faculty along with the head of the institution to discuss about the academic activities based on the learners' need for the entire year meticulously.

Reviewing of Curriculum: Every 6 months, a review meeting is conducted with the Principal, staff, educational experts and student representatives and feedback will be collected. Review of the implementation of curricular activities which were formulated is done regularly to make necessary amendments and select the best plan for action.

Revising of Curricular Transactions: Based on the need and to cater to the learning needs of students' revised plan for action will be formulated.

Flexibility in the curriculum transaction is based on the need and pressing demand of the new normal

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the	A. All of the above

curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	[View File](#)
List of persons who participated in the process of in-house curriculum planning	[View File](#)
Meeting notice and minutes of the meeting for in-house curriculum planning	[View File](#)
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1011
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

11

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1020

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

186

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

186

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

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

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

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

2

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

2

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A: The teacher has to acquire knowledge, skills and competence to meet the challenges of classrooms.

Theory papers such as:

- Philosophical and sociological basis of education -
- Educational Administration and Management.
- Guidance and counseling
- Techniques, methods and approaches in Pedagogy
- Contemporary Education in India
- Educational Evaluation

which familiarises them with various methods, techniques, imbibe values, enhance their skills.

B: The theories studied are understood by practical activities.

Micro Teaching skills practiced at college help the students in daily lessons delivery.

C: Observations of demo lessons and classroom lessons given by lectures and experienced teachers in schools during internship and school visits help students to acquire skills. Orientation on preparation of teaching aids, writing of lesson plans help students for internship and to make use of them in their teaching careers.

D: Students learn the theory of emotional intelligence and attend a practical in Psychology on emotional intelligence. Opportunities are provided to assume responsibilities in various activities.

Committees and club activities conducted enhance organizational, participatory skills and team work. Literary activities help to develop literary and communicative skills.

Community living camps are organized to develop values such as sharing, adjusting, leadership, participating, equality, simple living is imbibed through these camp activities.

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

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

Diversity is the keyword of India and Indian Education System.School systems in India, such as Vedic system of Education, Muslim Education system, Buddhist Education System, various schools of Education, Women Education system, Inclusive Education are familiarised through theory papers like:

- Contemporary Education in India.
- Educational Administration and Management.
- Inclusive Education
- Teacher Placement

Various systems of schools are made known through the syllabus designed. During the second semester, students visit Government schools, aided schools, residential schools, special schools as part of their field visit. During the visits, experienced teachers /Heads from the schools take classes, give a brief description about the pattern, syllabus, mode of instructions, facilities provided by the government and other organisations.

Another opportunity the staff and students gained was through the twinning programme organized with PKM College of Education, Kerala.

Technology plays an integral part in making the students familiarise about the norms, standards assessment systems across the states, national and international systems through videos.

During the orientation programme, alumni working in different

schools come and share their experience about the college and how the system of transaction which they experienced here is helping them in their career as teachers in their respective schools.

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

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

The whole curriculum is formed to enable the trainees to gain knowledge, understand them and put the acquired knowledge into practice and apply them efficiently in their teaching career. Theoretical inputs on teaching methods, skills, communication and evaluation ensure that the student trainees are well equipped for their career.

- **Communication skill workshops are organised to fill in confidence, evaluated based on their way of communication, language ability in episode writing and presenting them effectively.**
- **They gain confidence, drive away stage fear and learn to communicate well.**
- **Micro teaching session, Simulation lessons, ICT based lessons make them more confident to master their skills.**
- **Students are given the opportunity to observe demo lessons by experienced faculty, alumni and also video lessons.**
- **They conduct unit tests, action research, supervise class tests given by the faculty, conduct co-curricular activities and act as judges for certain activities.**
- **While students are in intensive teaching practice, the teacher educators regularly visit the practice school, observe the classes, give valuable feedback and suggestions, hence making teaching practice reflective.**

Students take up competitive exams for which training is given in

our institution, which enable them to be fully equipped and professionally qualified for the teaching profession.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

187

2.1.1.1 - Number of students enrolled during the year

187	

File Description	Documents
Data as per Data Template	*View File*
Document relating to sanction of intake from university	*View File*
Approval letter of NCTE for intake of all programs	*View File*
Approved admission list year-wise/ program-wise	*View File*
Any other relevant information	**No File Uploaded**

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

25

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

25

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

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

0

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

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

The learning levels of the students are assessed by two ways at the beginning of the programme. Based on the marks secured for qualifying exam(UG or PG)and content proficiency test, Aptitude test and language proficiency test. Entry level assessment helps to analyze the readiness of all new students which ensures they have the best possible chance of success in attaining their academic goals. Assessment results are used in the allotment of students in respective methodologies and advising processes to ensure students are enrolled in the course that is appropriate to their skill level. .

Method of Entry Level Assessment followed in our College:

Professional Competency: At the onset of every academic year, each student has to undertake tests such as, Teacher Aptitude Test and Teacher Attitude Test that consists of a set of statements in the form of rating scale in order to know their inclination and aptitude towards the profession of teaching.Communication and presentation skills are evaluated and suggestions are given for future improvements.

Content Competency: Subject Competency Test will be conducted for students of different methodologies

Technology Competency: Use of checklist to know about the use of the knowledge and awareness regarding the use of ICT.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

To promote student- centered learning which is the pivotal point of the teaching learning activitiesof the institution, various multiple mode approaches have been adopted by the teachers.To ensure participatory activities like brainstorming, problem solving method, experiential learningstrategies, co-operative and collaborative learning strategies, discussion, flipped learning and blendedlearning and also online mode of learning were adopted in the teaching learning process.Co-operative and Collaborative learning: To thrive in peer learning, students are made to work ingroups to complete a task within a fixed time frame. This not

only encourages group learning and timemanagement but also helps in knowledge building of students.Experiential Learning: It is mandatory that every student has to undergo an internship to acquireexperiential learning. The institute provides 50 days of internship where students undergo on the joblearning under mentor.Participative and reflective learning: Each student is assigned a topic and informed to present the topicunder the guidance of the faculty.Focused Group Discussion: It enables the students to gain confidence and improves the language and alsoencourages in developing questioning techniques.Blended Learning: Teacher educators have been combining in-person teaching or face- face teachingwith technology-enabled learning for a long time, by using the ICT resources

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

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

11

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

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

187

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

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

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

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

- **Working in teams:Mentors work in teams along with the students to develop organizational skills at the commencement of the new academic year. All the students are divided into five houses (Rabindranath Tagore, Zakir Hussain, Mahatma Gandhi, Radhakrishnan and Swami**

Vivekananda) by the CCA committee wherein most of the co-curricular activities are conducted in groups so as to develop the team spirit among the students. In addition to this the other activities such as peer discussions, project work, and pedagogy drama. Provide ample opportunity to build team spirit, along with this, a daily assembly programme is presented according to method wise for a week where they cooperate and collaborate. During community living camps they work in different committees and teams which help them in developing team spirit.

- Dealing with student diversity:Teacher educators are accessible to the students, they make time to spend with them on the campus, being responsive to their professional and academic needs. The teacher is supportive, understanding and patient while dealing with student issues during their mentoring sessions and motivates the students to be confident, self-dependent and emotionally strong. Mentors dedicate more hours to help students who are emotionally weak and intellectually slow. Some of the activities are use of IEP (one –minute paper and one sentence summary, Group discussions/ learning, group by learning style and not by ability).

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

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

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

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

Teaching learning process always follows an approach of holistic development in students and hence, all the academic and non-academic skills are included in the teaching learning process in our college. The activities included in the curriculum of the students nurtures creativity and innovativeness among students. Activities to develop thinking skills, empathy and life skills are also included in the B.Ed programme.One such activity is Drama in Education.

Dramatic Arts education is an important means of stimulating creativity. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts and dreams that might not otherwise have means to express.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan)	**Seven/Eight of the above**

Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Eight /Nine of the above**

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	**No File Uploaded**

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

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

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship in teaching is an opportunity where the student teacher identifies him/herself with the school to which he/she is assigned. During this period the interns participate in all the school activities and also develop right attitudes, interests and abilities needed to become as a teacher of tomorrow.

Every year our college invites principals from the respective schools before the internship programme commences and a brief orientation is given to them based on the following:

1. To create a climate where even the slow, timid are encouraged to work. 2. Develop a sense of confidence and security among the

interns.3. To provide facilities that is available in the school and guidance from the school faculty4. To provide appropriate counseling.The intern is expected to display high standards of personal conduct, academic and technical understanding of content and pedagogy, oral and written skills of communication and professional ethics. Intern he/she is expected to be a diligent worker and to maintain a professional relationship with students, the mentor and other faculty members of the institution.The students are already exposed to diverse school set ups by visiting to different schools in their II semester such as the special schools, Government schools, aided schools

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

91

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

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

The internship program is an integral part of B.Ed. Programme where they implement their theoretical knowledge and skills acquired during pre-internship phase under supervised condition. They are constantly monitored by head of the institution, subject experts, Method teachers and other faculty members who are scheduled for supervision. Supervision schedule for faculty members are prepared well in advance. They go to schools on rotation basis, observe the classes and feedback is given every day. Written feedback and verbal feedback and suggestion will be given for improvement. Effective monitoring during internship program is mandatory and helps the students to be proficient in skills and competencies.The monitoring is done by giving regular and positive feedback to the students to improve the content/knowledge and enhance professional capacities.Lesson plans are to be approved prior to the class by method teachers.Guiding the intern in making the class activities more lively and innovative by adopting modern teaching learning materials is systematically done.During the internship the lesson plan of the interns will be monitoring by the subject/methodology teacher of the school and the suggestions will be given.Mentor teacher:- The school teachers observe the lessons taken up by the interns and provide the feedback

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

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

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

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

Three of the above

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

2.5 - Teacher Profile and Quality

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

16

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

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

4

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

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

9.56

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

153

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

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

colleagues and with other institutions on policies and regulations

Students who need to be prepared with complex skills for further education and to accomplish in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication, collaboration and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development is a key to teachers learning and refining the strategies required for teaching the pedagogy skills & strengthen their self-esteem.. In house discussion on current development and issues in education takes place by the following ways:

Every day knowledge sharing is done by each staff member for about 2-5 minutes before the general assembly. Where in the teachers not only update themself but also to their colleagues by sharing the current issues, discoveries, amazing facts and so on.

- .Share information with colleagues and with other institutions on policies and regulation
- Sharing ideas about the LAC activities was done to Ayesha Nikhat, Maulana Azad B.Ed Colleg Mysore.
- Guided the B.Ed colleges regarding NAAC documentation. • Guided the St. Joseph's first grade degree college regarding NAAC documentation

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

2.6 - Evaluation Process

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

The two tests are in the pattern of Mysore University Examination. Dates and portions for the internal tests are communicated to the students before the commencement of the semester and are strictly adhered to. Results of these internal tests will be given within a week after the test. After completing all the tests, the question paper will be discussed in the class, with the scheme. . Students cross check their internal marks and countersign it, before being forwarded to the University. The examination is conducted in the

examination hall and it is equipped with CCTV

Tutorials: Tutorials are conducted for all the students in the classroom based on the topics assigned by the subject teacher. The skills such as communication skill, presentation, time management and content knowledge are the different criteria followed to evaluate the students.Simulations: The simulations are of two types namely ICT based simulation and Non-ICT simulation. Each student of 1st year has to do both ICT and Non-ICT simulation hased on the tonics they have selected.Assignments:

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

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

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

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

relating to examination and evaluation.

To examine the grievances.

To make necessary recommendations to the Principal

During the orientation programme, the Principal and teacher incharge brief the students about the examination-evaluation system and how the CLOS and PLOs can be attained. The college conducts tutorial, home assignment, tests, presentations, group discussion, etc. to assess the performance of students. New terms and marking system of CGPA and CBCS pattern is elaborated to the students.All exam related grievances are addressed by the committee where the Principal is the chairperson.Concerned teacher and solves issues at this primary level. Generally there is a zero tolerance policy for the malpractices conducted by the students.The institutional reforms in the continuous evaluation system are related to create interest for the study and to make the students more familiar with the university examination pattern.The C1 and C2 answer books are shown to the student on a scheduled day after assessment. The students go through the answer books and know their performance regarding strength and lacunas of their studies and techniques in writing answers. If there are any mistakeor complaintregarding assessment, they clarify on the day.

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

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

The institute prepares the academic calendar keeping in accordance with the rules and regulations based on the University of Mysore and the calendar given by UoM.

• The calendar is completely monitored by the Principal, CEO and IQAC coordinator of the institution. They ensure that it is followed by the entire faculty and the students of the

institution.

The academic calendar is prepared well in advance prior to the commencement of the academic year. The calendar summarizes the academic schedule for the upcoming year, tentative schedule of internal and external examination, exam rules and regulations etc.

• The calendar includes the dates of the internal assessments, submission of the assignments, tutorial/ seminars, simulations and microteaching dates etc. It also incorporates all the government and public holidays.

• The teacher in charge of the timetable prepares the timetable as per the guidelines of respective tatutom hoding for the number of cedit hour for nach hint.

• First Internal Exam C1 is conducted after completion of 2 units. In the academic calendar it is reflected and C2 is conducted after 4 units are completed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

• All the PLOs and the CLOs have been prepared meticulously by discussing with all stakeholders and are displayed on the college website, handbook and on the charts in their respective classes. • Teachers' induction programmes are conducted to map the learning outcomes and how to attain it.

• For students, through orientation programmes, classroom discussion, expert lectures and practicals (Internship and block teaching), all these outcomes are shared with the students. • The college deputes teachers for workshops, seminars, conferences and FDPs to enrich them with competencies to attain the desirable outcomes while teaching-learning in the classes.

• While implementing the EPC and EWF courses by the activities

such as- communication skill, paper presentations/ seminars, microteaching, simulations, organizing of various events in the college Talents day, teachers day, matrubhasha divas, national festivals and so on) visits to different schools (Govt, aided, unaided, residential, special etc) and to offices (BEO, DIET)etc.different schools (Govt, aided, unaided, residential, special etc) and to offices (BEO, DIET)etc. the CLOS are attained.• The attainment of CLOS of the program are evaluated through continuous evaluation which is classified as C1 & C2.

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

2.7.2 - Pass percentage of Students during the year

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

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

1. Content knowledge criterion is used to evaluate the mastery of a student's knowledge and understanding of facts, concepts and principles. Effective use of elements of the content and the plan in organizing the classes.

2. Process criterion is used to evaluate the proficiency level of performance of a skill or process, the eminence of development of unique ideas as well as the effectiveness in the selection and execution of the methods and procedures used in a task.

3. Originality/Creativity criterion is used to evaluate the overall quality and craftsmanship of a product or performance..

4. Impact Feedback criterion is used to evaluate the overall results or effects of the performance given its rationale and the feedback

given by the internship schools5. Leadership skills to imbibe the qualities and characteristics of a good leader such as - Integrity, communication,

6. ICT Skills in use of media tools, techniques and emerging trends in today's education system like blended learning, flipped learning etc. Students employ ICT skills during seminar, tutorials, L

7. Values and Attitude should be exhibited implicitly and explicitly. Punctuality in submitting assignments and regularity in college and other related works.

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

2.7.4 - Performance of outgoing students in internal assessment

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

91

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

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

1. communication skill workshop conducted in college

2. Learningacross curriculum (LAC) activities

3.Reading and reflection activities

To motivate the students to take up the above tasks that would enable them to exhibit their skills in various areas such as pedagogy drama, paper presentations, simulations etc.

*To enable the students to learn ICT at application level and to adopt the modern technologies in teaching learning processes such as use of Google forms, creation and editing of videos, creating youtube videos, diagnostic test and quiz through Google forms and online tests and evaluation that help them to develop ICT skills

*To actively engage students in their own learning processes so as to develop higher-order thinking skills and skills for "learning to learn", and to allow students and teachers to engage in conscious reflection on the learning process.

*To provide sensible feedback to students, which they can integrate into their learning process. As feedback is most effective when it is timely. it is tied to criteria regarding expectations, and includes AD40 ENG

Students are engaged in project works, action research, preparation of online tests, ICT based lessons,e-content preparation which help in sharpening their skills to match the challenges of 21st century.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

`Nil`

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

`0`

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

`0`

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

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

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

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

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

3.2 - Research Publications

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

0

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

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

08

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

3.3 - Outreach Activities

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

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

16

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

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

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

248

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

02

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

38

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

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

St. Joseph's College of Education tries to actively participate in outreach activities in the community. The

main objective of organizing outreach activities is to sensitize students to social issues. Every year during

our community living camp we organise Street plays in the nearby villages, where the camp is organised.

Street plays on Beti Bachao-Beti padhao, Make in India-Made in India, Save Water Save life, Femaleetc..

Swachh Bharat awareness was organised: Experts from the MCC came over to our campus and helped students to download the app and motivated them to participate in the clean city competition and to share the information among their family and friends.

Every year it has become a practice to take up topics that create awareness and sensitize the students of class 8 and 9th on the social issues through innovative lessons.Students visited "Sneha Bandhu Charitable trust" (old age home) and gave some amount collected from power of 2 rupees. Student participated Yoga to stop human trafficking programme on March 12th 2022 to give awareness on Human Trafficking.Student has taken up the initiative of mentoring the rural students in the Academic and spoken English areas including remedial teaching for Mathematics through national NGO Pratham, Mysore branch. Student also participated in Honoring of Meritorious Student organised by MDES on 11th November 2022.

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

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

0

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

3.4 - Collaboration and Linkages

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

3

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

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

04

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly	**Five/Six of the above**

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

St. Joseph's College of Education is located by the side of state Highway Mysore-Madikeri overlooking the Chamundi hills. The College has got excellent infrastructure facilities as per the NCTE guidelines in a vast area of 6.47 acres with a total built-up area of 5186.49 sq. mtr. The College building is designed with good ventilation and lighting facilities.

The Institution has the Physical infrastructure as per the guidelines of the NCTE. 8 Classrooms with ICT facilities, 1 Seminar hall, 1 Multipurpose hall, 1 Conference hall, 4 Laboratories, 1 computer Centre, 1 Sports Room and Library provides the best environment for imparting and imbibing knowledge. Students, faculty members and staff have access to the elevator. Since the building is multistoried and to facilitate differently abled students, the campus has the provision of a ramp thrsough which a wheelchair can reach the elevator. . The college has installed a 62.5 KVA Kirloskar generator with automatic Panel Board to maintain the power supply all the time. College has separate washrooms and restrooms for male and female students.

Twenty-four hours security is available in the campus and CCTV is installed in all the rooms for the safety of students and a well-constructed compound wall.

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

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

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

9

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

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

2.18103

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

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System

(ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library forms the backbone of any institution for all its educational and curricular activities. The students are encouraged to avail the library facilities. Our library is a wide repository of books, journals, periodicals, newspapers, CDs, rare books, e-resources, bound volumes of journals, previous years' question papers, newspaper clippings etc..

The library is fully automated. E-Lib Software.

OPAC : Online Public Access Catalogue.

This facility is being provided to our students, remotely and also locally. This helps the student library catalogue. Browsing the collection and locating resource in the library. Resources could be searched under fields like Title of the Book, Author, subject, Accn. No., Keywords, DDC subject etc., .

N-LIST: National library and information services Infrastructure of Scholarly Content. (N-List). This service is provided by the Information and Library Network center (An Autonomous Inter-University Center of UGC) Gandhinagar, Gujarat.

The Library has subscribed to the N-List Program (INFLIBNET). Hence, students and the teachers are e-resources – (about 6000 + e-journals and about 1, 99,500 + e-books).

We have been a member of the N-List program since 2013.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://www.stjcollegeofeducationmysuru.in /DynamicPages/Learning_Resources
Any other relevant information	[View File](#)

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

Students and teachers have access to the INFLIBNET facilities both in the campus as well as remote. More than 1,99,500+ e-books and

6,000+e-journals can be accessed to the enhance the teaching-learning process and to better equip them with required knowledge and skills.

Facilities available in the library

Fully Functional Library, services can be availed from 9:00 AM to 5:00 PM. Students provided with unique ID card bearing borrower's ID. The Library has institutional membership of Information and Library Network Centre (INFLIBNET).

All books are bar-coded and it is automated (OPAC). Two qualified librarians and support staff are available at all times to facilitate smooth functioning of academic activities.

A special Reference Section is available where students and faculty can skim and scan books for ready reference purposes.

Computers with internet connectivity is available for students and faculty to avail INFLIBNET, online encyclopedias and for general browsing.

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

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

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

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

0.41

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

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

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

895

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

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

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

4.3 - ICT Infrastructure

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

Our college is well equipped with an Information and Communication Technology (ICT) facility with very good computers with dual core processors. Each and every student is making use of these ICT facilities which helps students to make themselves technologically sound and to have good technology skills. Our Wi-Fi was installed during 1st April 2018 with a bandwidth of 300 Mbps speed where

students can make use of the Internet connection, browse the web for educational purposes. Our students are making use of the Information and Communication Technology for their academic development such as creating teaching and learning materials, ICT based simulation Lessons, for learning and creating teaching aids and also for e-learning and e-content development, upgradation of Kaspersky Antivirus for all the systems to protect it from malware (virus)

The college website is monitored and updated from time to time by the IQAC cell of the college.

The computers and printers of the administrative office, Principal's room, Staffroom and Computer Lab are connected with LAN.

The whole campus of the college has Wi-Fi facility with a speed of 100 mbps.

Number of systems with configuration- 67 and 11 fixed LCD projectors and one portable projector

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

4.3.2 - Student – Computer ratio during the academic year

4:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Learning_Resources
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Learning_Resources
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

1.79

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

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

PHYSICAL AND ACADEMIC FACILITIES

The college has been upgrading its infrastructure during the last five years by building new buildings and elevators. The infrastructural amenities are timely upgraded and properly maintained. There is a Planning Committee constituted solely for this purpose. To meet the quality standards and needs, the IQAC as well as the College Council makes proposals for infrastructure development to the Planning Committee chaired by the Principal. Depending on the nature of the construction, the Planning Committee presents the proposal before the staff and Management for their concurrence. The Management committee takes the final decision on a priority basis. New infrastructure is created and upgraded to enhance academic standards and increase efficiency. The voltage and power supply is regularly checked by the appointed electricians. The service of an electrician and a plumber is made available in the campus.Proper maintenance is done for successful use of lab, Sports, Library, Computer and Classroom equipment.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Infrastructure
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill	**Five fo the above**

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

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

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

Seven/Eight of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies

B. Any 3 of the above

with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

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

5.2 - Student Progression

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

year

Number of students placed as teachers/teacher educators	Total number of graduating students
20	92

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

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

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

5

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

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

9

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

5.3 - Student Participation and Activities

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

The Student Council is a representative structure through which students can be involved in the affairs of the college, working in partnership with the management and staff for the benefit of the college and its students. It is a great way for students to take on leadership roles, promote the voice of the student body, develop confidence, solve problems and promote a sense of personal responsibility among students. Also it gives students an opportunity to acquire the sort of communication, planning and organizational skills which will be of benefit to them in every aspect of life. With all the above objectives, we have constituted the student council.

Our college has a Student Council which consists of different committees and our students are actively taking part in each and every activity. Student council has a Chairman, Secretary, Joint Secretary and Class Representatives who actively participate in all the activities. This year our student council was inaugurated by the Alumni member Dr.Venkatesh KAS, and guided the students on how to face the Competitive examinations and motivated the students.

The committees are as follows:

- The Discipline Committee
- Magazine Committee
- Cultural Committee
- Sports Committee

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

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

25

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

5.4 - Alumni Engagement

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

The alumni of St. Joseph's College of Education have distinguished themselves in various walks of life. Keeping in mind the bond that connects alumni with the alma mater; the institution has maintained close ties with the alumni.

The alumni have contributed to the academic growth of the institution. The College IQAC has an alumnus as its member who keeps abreast of the progress and needs of the institution.

Two significant contributions by alumni for the development of the

institution.

1. Alumni who are heads in various Practice teaching schools act as mentors for trainees, orient them about changes in the education system, school administration and evaluation system. They give demo lessons to the trainee teachers, continuously monitor and supervise all internship programmes.

2. Alumni as supervisors during micro teaching and judging various events. Alumni members were called to supervise micro teaching when teachers (method teachers) had gone on leave. They gave valuable feedback to trainees and guided them in teaching skills. They even judged some of the events in college.

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

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

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

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

1

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

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

Creating an engaged, supportive, active alumni network is crucial to an institution's success. Good alumni relationships bring many benefits to both the institutions and the alumni. Talented alumni will likely have a wealth of experience and skills to share with the present batch of students through talks and through seminars.

There are no better ambassadors for an institution than its alumni. Most of our alumni are well placed in government schools, aided schools and private schools, some of them head their institutions.

We have a galaxy of alumni working in various MDES schools in our campus and in other places; most of our practicing schools are headed by our alumni.

At the beginning of every academic year, during the induction/orientation program it has been a practice to invite our alumni to share their experience about the college and their expertise in the field of education and how our college and teachers have motivated and inspired them.

Our students are fortunate to get good mentoring during practice teaching. The heads orient our students when they go for internship, advise them, guide them and motivate them. Some senior teachers are given responsibility for mentoring the batch which goes to their school.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision:To be a premier leading institution in the domain of teacher education, catering to the institutions of knowledge and wisdom with teachers who are driven by utmost quality, professionalism, competence, excellence and integrity rooted in human and constitutional values, thereby contributing to social transformation and national development.

Mission: To facilitate with required educational paraphernalia and resources to equip the teacher-student fraternity for convincingly imbibing the vision of the college with sound foundation in personal and career development integrated with professional, pedagogical and social skills to innovatively and creatively fulfil the demands of modern education.

The college practices participative management where decisions are made with every stakeholder on board. Members of the teaching faculty consistsof President, Secretary, Principal and teachers .Staff meetings are held regularly and consent of all faculty members are sought in all the activities. Students and office staff join hands with the Principal and faculty for the execution of different academic, administrative activities. Student Council members take part in organising various events to inculcate cultural, humanist and constitutional values. Governing Council meetings as well as Academic Administrative Audit are conducted yearly where all the activity reports criterion wise will be presented for appraisal and quality assurance.

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

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

Principal Level: Principal is the member secretary of the governing council and chairperson of the IQAC. The Principal in consultation with the Staff secretary and faculty nominates different committees for planning and implementation of different academic, student administration and related policies. All academic and operational policies are based on the unanimous decision of the governing body, the IQAC and the faculty of the college. Committees like Discipline, Academic and Evaluation committee, Extension Activities & Students Welfare Committee, Research, Website Development and Magazine Committee etc., work together for materialising the vision of the institution.

Faculty level: Faculty members are given representation in various committees/cells nominated by the principal, under the IQAC. Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

Students Level: A student council is established with cells, clubs and committees whose functioning reinforces decentralization and provide a platform for individuals to sharpen & display their skills with future vision, keeping in view the all-round development of students.

Non-Teaching Staff Level: Suggestions of non-teaching staff are considered while framing policies or taking decisions and interacting with external agencies in transacting commodities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

Financial Transparency is by the Finance Committee/Administrative staff; finalized monthly budget proposals and list of events planned are presented before the management for approvals and is discussed at the beginning of every semester.

Academic Transparency: The regulations in handbook, syllabus, events, timetables, workshops, training programs, campus drive, curriculum etc., are uploaded on the college website. The evaluated scripts of examinations, assignments, tutorials, tests are verified by the students and feedback is given by the faculty. Student's signatures are obtained on all the records to ensure transparency. Attendance register hard copy is maintained by the staff in-charge for all the students apart from the LMS based attendance.

Administrative Transparency: Service Rules Book is available to provide information on service rules, code of conduct and benefits available to the staff. Interaction sessions for parents and students in reference to their consent towards selection of pedagogies, activities and fee structure during admission are discussed in detail. Transparency maintained with respect to the fees structure. Student related certificates, scholarships, bus pass etc., are provided only on receiving prior requisition letter by the candidate. A special fee concession is provided based on their regularity, punctuality and their performance in the first semester.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The thought was shared among the stakeholders and reviewed by an expert committee such as the Governing council, the Governing Body consisting of academic experts, financial experts, Management and the Principal along with the staff. An annual plan is formulated through a calendar of events as planned and the approval of IQAC, principal and management ensure quality at all levels. "Milestone", the annual magazine is published to reflect the skills of the student teacher fraternity of the institution. The mentoring sessions are arranged to help the students cope up with personal or academic stress. The procedure followed in practice teaching is 1.Permission from BEO regarding schools. 2. Letter and visit of the coordinator to the selected school. 3.Once permission is received second letter is sent with details of immersion program: lessons to be taken, Unit Plan, Block lesson, Innovative, criticism lessons, ICT based lessons, co-school activities, remedial, action research etc., 4.Meeting with students to finalise the location. 5.First round orientation is given by the staff regarding components of teaching, evaluation, record maintenance and remedial measures etc., followed by the second round orientation by the HMs of respective schools.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1018
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

St. Joseph's College of Education, Mysore managed by the MDES, follows a system of decentralized administration. It has a Governing Body that contains Secretary and correspondent, Management representatives, Governing council with Principal as member secretary, University representative, staff in-charge as a member. The staff Council which conducts regular academic meetings with Principal, IQAC Coordinator, teaching and administrative staff. The college's Internal audit system IQAC plays a pivotal

role and nominates special invitees from industry and research institutes with alumni members and senior staff.The evaluation committee during every semester scrutinizes the question papers for tests. Celebrations is according to the deadlines of the calendar. The mentoring sessions for students are planned twice a week. Hundred percentages on the account of attendance of both students and staff is made compulsory from the management and the list of students with shortage of attendance are displayed on the notice board on the monthly basis. The recruitment process follows norms according to NCTE, University and Government of Karnataka pertaining to minority institutions and starts with advertisement. Selection is done adhering to standard selection procedures by a panel consisting of the Head of the departments, an external subject expert, representatives from the management.

File Description	Documents
Link to organogram on the institutional website	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1018
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

more than 100 - 200 words.

Staff Council and IQAC: based on the decisions are taken in IQAC meeting. Academic Calendar Committee: Preparation of handbook by staff coordinators is done based on decision taken in the meeting to mention the days, dates, number of working days, beginning and end of each semester, submission of academic records, tests, tutorials and important days of celebration. Placement Cell: TET and CTET coaching for both Kannada and English medium students and Online Quiz and mock TET was launched for all the B.Ed students. Equal Opportunity Cell: visit to 'Odanadi', as participants of international yoga day to stop human trafficking. Sports and Cultural committee: Organizing sports and cultural events like tribal dance, cooking without fire and treasure hunt during community Living Camp. The extravagant Art expo and Workshop on basic stitching patterns, using flipped learning methods were organized. Mathematics Club: Preparation of Math Almanac, remarking mathematicians around the world and a Compendium on difficulties in mathematics, Celebration of Pi day and the birth anniversary of Srinivasa Ramanujan .Language club: world poetry day and Kannada poem recitation competition.

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

6.3 - Faculty Empowerment Strategies

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

The management recognizes that the growth of the institution depends on the well- being and strength of its employees. Dignity is ensured for every type of job and the interdependence and respect for each other is evident in the day-to-day functioning. There are a number of welfare measures in place for all staff members. St. Joseph's College of Education attributes to ensure unity in diversity which is essential for the holistic well-being of the employees. A sense of belonging and solidarity is ensured by the regular coming together of the staff for meetings and celebrations. Annual incentive of Rs 1000/- is provided for every

teaching faculty on Teacher's Day and or those with hundred percentage attendance, as an appreciation and monitory gift of 12 day salary is provided. Take home salary of employees means the salary for which they sign in the attendance register; the college management has ensured accountability and transparency by transferring the salaries to employees' bank accounts in the campus branch. Every employee drawing a gross salary of Rs.21,000/- and below enjoys provident Fund to fall back on after their service.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Institutional Policy document on providing financial support to teachers	[View File](#)
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

2

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

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

9

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

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

Teaching and non-teaching staff are allotted and assigned duties according to the master time table. A separate schedule is made to refer to the working hours of staff individually. The work/classes assigned, number of hours allotted, engaged and date of completion and transaction of syllabus according to the timetable is recorded. These works are monitored by the head of the institution at and submitted to the Governing Body for further scrutiny. A record of innovative tasks taken up by the staff are recorded and is maintained by the staff council, IQAC and the academic calendar committee by setting dead- lines for the task taken up duly signed by the concerned teachers. In case of laxity, the Staff Council counsels the concerned teachers. It is mandatory for teachers to submit an annual self-appraisal report and nonteaching staff to submit a performance appraisal report that gives an account of their academic performance, innovations implemented in teaching

and achievements and challenges faced during the academic year. The Principal scrutinizes these self-appraisal reports and makes relevant observations. Annual reports of research and publications are collected by staff and encouraged to enhance their academic with assurance of providing necessary support.

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

6.4 - Financial Management and Resource Mobilization

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

For all income and expenditure, two internal audits per year is done and receipts and payment statements are submitted to recognized chartered accountants who audit them through audited reports. The Governing Body passes resolutions from time to time in respect of accounts. The amount paid as salaries is vouched with the salary register and any increment to an employee is duly sanctioned and updated in the concerned staffs' service register. Payment of salaries for staff is checked for deduction of income tax at source, and the same is remitted to the Income Tax department. Regular verification on staff provident fund is invested as per rules. The establishment expenses are vouched and are not treated as revenue expenditure. Payment of scholarship is verified with the receipts from students, scholarship register and bank statements. The stock is verified. Payment made by the institution for contract jobs is checked for TDS deduction from the total bill amount and for prompt filing of quarterly TDS. The audited accounts are scrutinized again by the auditors from the Department of Collegiate Education, Karnataka. Whenever there are any objections raised, clarifications are given with supporting documents and vouchers to justify the expenses and the comments are incorporated.

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

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

0

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

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

A detailed monthly budget for expenditure is prepared by the IQAC and staff council before the beginning of each semester and presented to the Governing Body through the Principal, which allocates funds based on the priorities and significance of the events and projects as per the academic calendar. Also one annual budget is prepared in the office by the administrative staff under the supervision of the principal regarding the yearly expenses involved in the B.Ed programme. Financial plans are made towards infrastructure improvement such as building additional ICT-enabled classrooms, laboratories and space for other amenities. Efforts are made to augment finances and adopt economic measures in some areas to ensure overall growth of the college. There has been a regular increase in the salaries and allowances paid to the staff over the past five years because of this financial planning. Apart

from the income generated from student fees collected during the academic year, the college has been mobilizing resources by conducting a number of charity programmes using the infrastructure and human resources of the college during Jo fiesta. Cash prizes are awarded to students by sponsors' fixed deposit which is used to felicitate the meritorious students during Graduation Ceremony.

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

6.5 - Internal Quality Assurance System

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

The IQAC of the institution was established on 26.03.2014 and has been productive in introducing several curricular, co-curricular and extra- curricular activities. Choice of the quality initiatives: Any quality initiative program selected by the institution involves the participation of faculty in-charge, staff, principal, administrator, CEO and secretary. The coordinator of the event prepares a copy of the effects of the initiative and is discussed with all the members. Ensuring quality of events organized under IQAC: Once the event is organized the feedback is received from all the participants using online or offline feedback form for further improvements. The governing members undergo a check on the lecture classes, timeliness and the content shared by the faculty, methods used, etc., Quality check of the resource persons. The selection of resource person is done according to the written proposal about the event to-be by the coordinator. The profile of the resource person is shared to the Principal and the Secretary. System to conduct quality initiatives through IQAC includes a clear mention of the name of the cell or committee in IQAC meetings. The objectives are submitted to the IQAC co-coordinator along with possible dates.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

IQAC identifies the gaps in the process and to conduct faculty enrichment activities. Knowledge sharing Faculty members share a piece of information every day during the staff assembly regarding the latest know-hows/ information/health tips/ awareness etc., from various streams and is recorded with date in a diary. Staff meetings and Review meetings Regular staff meetings are arranged to discuss the academic execution of courses, field visits, submissions, presentations, portions covered or tests, allotment of extra classes, events to be organized, budget, classes according to the academic calendar. A review meeting is arranged in between the regular meetings. Students' feedback In the end of every semester is collected by the principal from the students which includes rating scale questionnaire about the Programme, the academic curriculum, the coverage of the syllabus, timeliness, content mastery, etc., based on which the teachers are given one to one suggestions. Student Performance Analysis is made by comparing their test and exam results of perspective papers. A pre and post content test analysis is made to observe the area of improvements. Academic Conduct-The Governing members undergo a check on the lecture classes, timeliness and the content shared by the faculty, methods used, etc.,

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

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

39

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.stjcollegeofeducationmysuru.in/DynamicPages/IqacFiles
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.stjcollegeofeducationmysuru.in/DynamicPages/IqacFiles
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

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

Since 2016, after the First cycle of NAAC, St Joseph's College of Education has initiated relevant changes in its academic and administrative process, keeping in mind the needs and changes related to Teacher Education Institutions. The incremental improvements achieved within the institution due to quality initiatives since the previous accreditation under the IQAC of the institution are: 1.The college has introduced value-added courses such as Value Education and Theatre Skills Value Education aims at training the student teachers to face the outer world with the right attitude, professional ethics and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, spiritual development, etc. Theatre skills are the essential features to be an effective teacher. It reflects on the capabilities of a student teacher to demonstrate himself/herself as medium of communication both verbally and non-verbally.2. ICT blended education system The second incremental improvement achieved by the institution due to quality initiatives under IQAC of the college is the active use technology. Increased number of projectors Latest desktops with updated processors and cameras for virtual teaching Webinars and workshops for teacher educators to make use of online modes of teaching, etc.,

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution's Energy Policy and Management

In our campus, we are not using any alternate sources of energy, but throughout the year we are promoting value to reduce power consumption and creating awareness to use alternate sources of energy.

OBJECTIVES OF ENERGY MANAGEMENT

- To reduce energy consumption by improving energy efficiency
- To employ good housekeeping practices used to decrease wastages
- To reduce environmental degradation to the maximum

INSTITUTION'S ENERGY POLICY

- Turn off the lights in a room whenever natural daylight is sufficient.
- Turn off the fan in a room or hall whenever natural air is sufficient.
- Unplug equipment that drains energy when not in use, such as cellphone, laptop, phone chargers, computers and LCD projects.
- Use power strips for all your workspace to unplug multiple appliances with one quick switch.
- replacing LED bulbs
- To pledge to maintain green and plastic free campus

THUMB RULES

- Each classroom is ventilated with proper light and we are not using the air conditioner.
- Students are instructed and motivated to switch off light and fans when they leave the class rooms.
- Suggestion to use LED bulbs that consume the least power is given.
- We have been replacing LED bulbs when damage found in our campus.

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

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

a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Throughout the year we are promoting and practicing the effective implementation of waste management. Since the institution is located in the prime position of the city, MCC (Mysore City Corporation) daily takes the garbage away. Within the campus, we segregate dry and wet waste. An initiative was taken by the Eco Club members to recycle the used pens. Initially, an orientation was given in the assembly and the objectives spelt out. A box was kept wherein the students and staff were asked to drop their used pens, CD writers into the box. Arrangements were made and staff of the corporation was asked to collect once in three months. The corporation would take it for recycling. We motivate our teacher trainees to use waste products to make their own teaching-learning aids, which helps them to think differently and creatively and make use of waste to the best. In our campus, we have strictly prohibited thermocol sheets and its products. Every year we repair and reuse damaged things like benches, chairs and tables to save money and reduce waste. THE INSTITUTION POLICY FOR WASTE MANAGEMENT 1. Waste segregation within the campus 2. Avoid plastic materials 3. Encourage paperless policies and online interaction

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

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

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

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

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

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

Our institution provides custodial services for the public areas including common washrooms of students and faculty, lounges, classrooms, library hall, the corridor, staffroom on a daily basis, Monday through Saturday. Weekend services, such as emptying trash, restocking bathrooms, and checking the whole building, are also provided. Use of tobacco, smoking, chewing of pan- masalas and gutka is prohibited on the campus.

Highlight of institution: ? A green campus with lots of trees and plants ? Restrictions on usage of plastic products ? Restrictions on the use of cell phones to reduce radiation ? Classroom is not overcrowded ? Classrooms are well-ventilated and that has enough daylight ? College provides custodial services for the public areas including washrooms, lounges, classrooms, library hall, the corridor, staffroom on a daily basis. ? Our institution has four water suspenders of drinking water, i.e., one for every 50 students in the hallway. ? Each classroom has dustbins. ? Each day faculty monitors in-charge classroom sanitation ? Central cleaning services in the institution yearly twice ? Well maintained garden ? Sanitizing and thermal check-up to all during the Covid-19 pandemic ? Awareness programs on health and hygiene ? Covid-19 awareness program and mask making demo class

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

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

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

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

0.33380

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

Throughout the year, the institution keeps in touch with the community for different activities.

Teaching Practice

Every year our final semester students will engage 50 working days in different schools. In this process, our students will practice how to make use of local knowledge and resources in the teaching and learning process.

Community Living Camp The camp provides students with a community of caring adults, who nurture experiential education that results in self-respect and appreciation for human value. The teacher students have a sense of community, develop intergenerational relationships, and learn through first-hand experiences.

LOCAL VISIT Mysore was the previous capital city in the state of Karnataka, India. It is the headquarters of the Mysore district. Mysore is one of the most prominent tourist areas of India. We make use of those as a teaching and learning process by visiting occasionally.

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

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best practices of our College

1. Value-added Courses For the last five years, we are running value-added courses such as value at school, communication skill and from the last 3 years theatre and art. We developed our own syllabus to each value-added courses. a. Value at School Value-education is the aggregate of all the processes by means of which a person develops abilities and other forms of behaviour of the positive values in the society.

b. Communication Skill Our institution has most of the regional students struggling to communicate in English. So we planned to provide Communication Skills Course to all.

C. Theatre and Art Theatre and Art are performing arts, an outlet for self-expression, and a way of learning. Drama is an effective learning tool because it involves the student intellectually, physically,emotionally. Activities in improvisation, pantomime, play-making, and scene re-enactment serve to develop the creative potential in the participants and help to develop critical thinking skills.

2. TET coaching (Teacher Eligibility Test, conducted by Government of Karnataka) Our Institution is one who started first TET coaching classes in and around Mysore. This event was well planned and starts in the month of January and ends in March 2020.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

Our College - Value Diversity Our institution has students coming from South Indian States, Uttar Pradesh, West Bengal, Jharkhand, North Eastern States and Tibet. Our College emphasizes a diverse class because different perspectives allow students to learn from one another and grow in their thoughts. The interaction between students with different world views can help change minds or shape ideas. Medium of Instruction We cannot deny the fact that the English language is a rich language. It has proved to be an effective medium for translation of the literary and the technical books of the world. There may come a period in our history when our own national language may become as rich as English, but this will take some time. Hence, now, English should be taught as a library language if not as a language of social communication. Our institution has most of the regional students struggling to communicate in English. So we give instructions in both English and Kannada languages.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**