



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

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	Mrs. SHALOM SANNUTHA				
• Phone No.	08212511992				
• Alternate phone No.(IQAC)	9886117088				
• Mobile (IQAC)	9620251977				
• IQAC e-mail address	stjosephcollege2012@gmail.com				
• Alternate e-mail address (IQAC)	sjce1971@gmail.com				
3.Website address	https://stjcollegeofeducationmysuru.in				
• Web-link of the AQAR: (Previous Academic Year)	https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_PDF/MjMyMzg=				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://stjcollegeofeducationmysuru.in/				
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			26/02/2014		
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		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	8	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Faculty Development Program on References and citation and 5E Model 2.Special talk on women's health and free health check up programs as part of International Women's Day Celebration. 3.Azadi ki amruth mahothsava events 4.Workshop on AI tools and Geo Gebra. Introduction of one more value added course on usage of ICT Applications in Classroom. 5.Special talk on Mental Health and Mobile Addiction</p>		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
<p>St. Joseph's College of Education Jayalakshmipuram, Mysore - 12. The plan of action chalked out in the beginning of the year 2023 is as follows • To enhance quality in the teaching learning process. • To prepare the institute for subsequent AQAR cycles and the III cycle NAAC visit. • Give training in life skills for the teacher trainees • Revamp the visits to different institutions catering to children with diverse needs • To launch a research journal to inculcate a culture of research & learning through a study/ research centre and to extend a higher education wing as per the feedback from the NAAC peer team during 2nd cycle. • To get the feedback from students at the end of the course. • To provide Placement services for the trainees and related consultancy to whoever is interested. • To employ the best usage of established Language Lab. • To procure more books & journals • To maintain the quality of add on courses adopted. • To initiate UGC sponsored add on courses & remedial coaching. • To encourage all faculty members to complete research. • To employ innovative measures to increase the number of collaborative ,extension and out-reach activities • To adopt green initiatives as an alternate source of energy consumption.</p>	<p>NAAC peer team visited the college in the month of August 2022. The team of Governing body, Governing Council, CEO, teaching, non-teaching staff were all set for the NAAC peer team visit. The institute was Re-accredited with B++ Grade and CGPA 2.93 under the guidance of Dr. Priya Mathew, Principal and IQAC coordinator Dr. Asha P Pathrose along with the hard work and dedication of all the staff members. A new constitution was framed on 4.01.23 with Mrs Shalom Sannutha added as co -coordinator of the IQAC along with Dr. Asha P Pathrose. Faculty members attended number of Seminars, conferences and workshops at state level. The college has organised workshops in collaboration with 'Directly Managed' institutions under Mysore Diocesan Educational Society in order to have interactions with their school teachers to provide an update on constructivism models of teaching through 5E model from primary to secondary levels. All the faculty members along with the principal were the resource persons. Two faculty members Mrs. Anne Jaya Sheela and Nageswari P N are pursuing their Ph.D and Three of the faculty members Mr. Yogesha K A, Mrs Shalom Sannutha and Mrs. Shruthy Sadasivan have completed their Ph.D Course work exams. Faculty Development programs were organized in the beginning of</p>

the academic year on 5E model and referencing and citation for the staff and ending the academic year with a faculty interaction program with faculty members of St. Anne's College of Education, Secunderabad which was of a greater enrichment of knowing about NAAC, variations observed in quality check of affiliated colleges and autonomous colleges, ideas of developing extension and outreach activities etc., Workshops for students on self-learning courses and workshop for staff about methods to utilise Artificial Intelligence (AI) tools, techniques and applications in teaching was a significant highlight of the year. The students begin their academic year/semester with induction program to provide an orientation with a detailed study of that particular year/semester which can help them for better planning. The students were motivated to attend self study courses and 88 students completed different online self study courses.

National Science Day, International Women's Day, Humanities Day, etc., were celebrated with great fervor along with National festivals. Special programmes are organised by various clubs and committees. Language Club orchestrated a unique celebration of Mathru Baasha Diwas, showcasing linguistic diversity through poetry competitions and original works. The Kannada Club, Abhivyalathi Sahithya Sangha,

stood out with innovative literary activities, fostering creativity among students. The Science Club's National Science Day week featured captivating concept representations, self-composed science songs, The Social Science Club marked Azadi Ke Amruth Mahotsav with historical competitions and celebrated International Yoga Day, promoting both national heritage and personal well-being. Milestone 2021-2023, a digital magazine from the Magazine Committee, captured the year's highlights. Meanwhile, the Mathematics Club embraced technology, conducting workshops on digital learning with 'Geogebra' and 'Cos Y Not' sessions for dynamic mathematical exploration. The chemistry department on a small scale released a chemistry dictionary. Academic activities such as, Micro teaching workshops, tutorials, in Perspective papers were held along with Communication skill workshops, EPC and EFW programmes. Add on courses like Value education, Communication and Theatre skills are taught successfully and are provided with certificates. Theatre classes and theatre workshop has boosted the talents of the trainees to come up with great ideas to present pedagogy plays that depicts lessons in the form of stories and plays and are performed from all the pedagogies which is evaluated by staff members based on the criteria formed. This year we

have introduced a new value added course on the 'Usage of ICT in classroom'. The management extended their support in providing opportunities to attend and be a significant part of the school inspection committee. The schools chosen were St. Joseph's Central school, Yelwal, Mysore and St. Joseph's Central school, Vijayanagar, Mysore on 15th and 16th November 2023. As per school education guideless a detailed monitoring was done by our faculty team and a report was submitted to the management for which immediate action was taken and needful improvement and corrections were implemented. During Micro teaching students have learnt and practiced selected teaching skills under supervised conditions, which was a much needed exercise for their forth coming practice teaching programme. Micro teaching was followed by Simulation lessons. Lessons were recorded and students got opportunity for self-evaluation and reflection. Language across the Curriculum and Psycho-social tools and techniques and ICT tools and techniques were conducted Special lectures were organized on the topics like Awareness about dealing with adolescents, Human trafficking, women's health and hygiene, mental wellness and mobile addiction were organised. Awareness about institutional Organogram and functioning of various cells, clubs and committees of the college, Awareness about

Placement cell and how it can assists students in finding out career opportunities both inside and outside Karnataka and TET coaching is provided by alumni and staff. A good number of students made use of this opportunity to clear their TET, CTET and GPSTR exams and is serving as efficient and committed teachers in almost all parts of the state and country and there by contributing to national development. The placement cell has conducted 'special talk on how to face the interview' also teaching them how to prepare a resume to boost the confidence level of the students to face future challenges. CLC: Community Living Camp was organised at Dhoddekoppalu, village, K R Nagar few miles away from the Mysore city and students were made to involve in the process of community living through their service in the village by planning activities such as rally and street plays on women education, health and hygiene, child protection and digital india and could help the residents of the village. All these themes were based on the UN- SDG goals for sustainable development. The student council was installed in the college which coordinates the students and also their co-curricular activities. Talents Day was conducted in the college auditorium and it gave opportunity for the students to prove their cultural abilities and skills. Sports and inter

house competitions were conducted for the students to prove their physical abilities and skills. Among the initiatives adopted by the IQAC, the presentation of short articles during the assembly i.e., "Special Assembly" that has been an effectively bringing global awareness as a means of conventional learning for B.Ed., student trainees. This platform has supported in introducing various issues and concerns at Local, National and Global level. This includes a PPT presentation and presentation by an individual or a team on diverse culture, significant and unique practices of the world and important national and international celebrations. Visit to the "home for the aged" and 'donating news papers' for registered charitable trust was a very sensible out-reach activity to mark the social concern and values among student trainees. The participatory involvement of the students in such activities brought a successful output matching the objectives framed.

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Council	26/08/2023

14. Whether institutional data submitted to AISHE

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

15.Multidisciplinary / interdisciplinary

The institution plans to launch an integrated B.Ed program that will teach interdisciplinary and multidisciplinary disciplines, similar to the BA.Ed and BSc.Ed programs. Institution is currently engaged in encouraging classes in human rights, crafts, music, theatre, and sports

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:

Many abilities are needed by teachers, and these can be acquired through the activities the institution sponsors. Through internship programs, simulation workshops, and micro teaching workshops, hard core teaching skills are cultivated. The development of soft skills—such as problem-solving, creativity, communication, flexibility, leadership, and technical skills—is accomplished through workshops and a variety of extracurricular activities run by the student council.

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

The course Philosophical and Sociological Foundations of Education, which teaches students about the Vedic and Buddhist educational systems as well as other programs that were used in traditional Indian classrooms, helps students gain knowledge about Indian values and the educational system in India. We organize a variety of extracurricular events to raise understanding of our nation's culture and traditions. Pupils are introduced to several festivals that hold significance at the national, state, and local levels. On Matrubhasha Diwas, students were given a stage on which to discuss their cultural practices, traditions, languages, and beliefs. Vernacular instruction is encouraged. For pupils from rural backgrounds and those who speak Kannada as their first language, English and Kannada are the two languages of teaching.

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. A special orientation programme was organised for students about the self study courses and 88 students have completed different self study courses.

Extended Profile**1.Student**

2.1	188
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 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	93
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	93
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	193
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	47.70
4.2 Total number of computers on campus for academic purposes	67
3.Teacher	
5.1	16

Number of full-time teachers during the year:	
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File Description	Documents
Data Template	View File
Data Template	View File

5.2	16
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Curriculum is the "floor plan" or blueprint of what is going to be taught/learnt/experienced in the college over a period of time.

The academic schedule and curriculum that the institution adheres to are precisely in line with those set forth by the affiliated university. However, academic planning, reviewing, and curriculum revision occur annually at the college level.

Academic Planning: The institution holds a curriculum planning meeting each year prior to the start of the academic year, inviting a variety of stakeholders, including the management, alumni, educational specialists, student representatives, faculty, and the head of the institution, to carefully discuss the academic activities that will be required of the students throughout the entire year.

Curriculum Review: The principal, staff, educational specialists, and student representatives convene for a review meeting every six months during which input is gathered. Evaluation is done of the way in which the curriculum is being implemented

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

B. Any 5 of the above

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

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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://stjcollegeofeducationmysuru.in/plos-and-clos/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

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	Nil

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

4

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

4

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

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

193

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

193

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

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

All of the above

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

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

84

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

84

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	View File

1.3 - Curriculum Enrichment

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

The Indian education system and India are known for their diversity.

India has a variety of educational systems, including the Vedic, Muslim, Buddhist, and inclusive systems; also, there are several schools.

Students are acquainted with theory work

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

Different school systems are explained by means of the syllabus. Students visit government, aided, and residential schools in the second semester, as well as special schools, during their field trip. Experienced instructors and school heads lead courses during the visits and provide a brief overview of the curriculum, teaching methods, and resources made available by the state, central government, and other organisations.

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

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

The Indian education system and India are known for their diversity.

India has a variety of educational systems, including the Vedic, Muslim, Buddhist, and inclusive systems; also, there are several schools.

Students are acquainted with theory work

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

Different school systems are explained by means of the syllabus. Students visit government, aided, and residential schools in the second semester, as well as special schools, during their field trip. Experienced instructors and school heads lead courses during the visits and provide a brief overview of the curriculum, teaching methods, and resources made available by the state, central government, and other organisations.

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

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

B.Ed Curriculum emphasises 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.

- The college organizes Communication skill workshops to improve confidence, language ability in episode writing and effective presentation.
- Students gain confidence, reduce stage fear and learn to communicate well.
- Micro teaching session, Simulation lessons, ICT based lessons make them more confident to master their skills.
- Trainees are given the opportunity to observe demo lessons by experienced faculty, alumni and also video lessons.
- Trainees are made to conduct unit tests, action research, supervise class tests given by the faculty, conduct co-

curricular activities and act as judges for certain activities during practice teaching.

- During actual teaching practice, the teacher educators regularly visit the practice school, observe the trainees 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

Three of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
193	
2.1.1.1 - Number of students enrolled during the year	
193	
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	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

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. As students matriculate through the academic programs.

Our college uses the following entry-level assessment methodology:

Teacher Aptitude Test and Teacher Attitude Test, which comprise a series of assertions in the form of rating system to determine their aptitude and interest towards the teaching profession.

Language competency is demonstrated through "Language across Curriculum and communication skill workshop.

Proficiency in Content: The related subject instructor will

administer tests to pupils using several approaches (English, Kannada, Physics, Mathematics, Chemistry, History, Commerce, and Biology) depending on the curriculum of the VIII-X grade.

Technology Competency: Students will be placed into groups to receive instruction based on their usage of a checklist to assess their knowledge and awareness of using ICT.

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

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

Six/Five of the above

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

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

Two of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:19

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Student-centered learning is the primary focus and practise at our institution. In addition to the "Lecture Delivery" approach, educators place greater emphasis on the "conceptual clarity" of their subject matter. Instructors utilise ICT tools to help students visualise the material they are studying, and they demonstrate

how to elaborate on challenging concepts in their local context. In order to guarantee that student participation in activities such as problem solving flipped learning, blended learning, experiential learning, discussion, and cooperative and collaborative learning strategies. The following are the multiple mode approaches that are used at our institution:

Lecture Method: This traditional, yet affordable, teaching-learning approach is used by almost all of the institution's teachers and is inappropriate for all students. **Cooperative and Collaborative Learning:** Students must work in groups to finish a task within a set amount of time in order to benefit from peer learning.

Experiential Learning: In order to obtain experiential learning, all students must complete an internship.

Focused Group Discussion: It helps students become more self-assured, enhance their language skills, and support the development of questioning strategies. **Blended learning:** For a considerable amount of time, teacher educators have been utilising ICT resources to integrate face-to-face instruction with technology-enabled learning.

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

8

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

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

188

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

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

Five/Six of the above

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

Students can benefit greatly from consistent and efficient mentoring for the duration of their academic year. Through learning with and from one another, mentoring offers a significant chance to enhance not only the learning outcomes for students but also the professional qualities of teachers, fostering intergenerational learning and experience sharing. Mentors and teachers identify a number

erofcommonelementsthathelpstudentsenhancetheirprofessionalattributes ,takingintoaccountallthevariousperspectivesandtheupcomingchallenges. Managingthediversityofstudents:Teachereducatorsareapproachable,willi ngto spendtimewiththemoncampus,andattentivetotheiracademicandprofessi onalneeds.Whenaddressingconcernsraisedbystudentsduringtheirmentoring ,theinstructorispatient,understanding,and supportive.

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

Four 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.

In the field of education, "teaching/learning materials" broadly, refers to a spectrum of educational materials that teachers use in

the classroom to support specific learning objectives, as set out in lesson plans. In our institution, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives.

TLMs also render a significant contribution in bringing novelty and freshness within the classroom environment. These can be story board, games, videos, flashcards, creative charts, project supplies, and more.

Students prepared resource units as web resources in different school subjects using applications such as Padlet which helps in drawing mathematical diagrams, draw pictures in biology, physics etc. Students of languages prepared display board with books they read through out the month- A reading month in February. Roleplays and language games to develop language skills, Concept maps in mathematics, Story boards and doll games to teach physics and drama pedagogy in all methods.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs 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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

All of the above

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

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

Internship in teaching is an opportunity where the students teacher identifies himself or herself with the school assigned. it is here where the student teachers develop their abilities, attitude and interest towards teaching profession.

2. Orientation to school principal/teachers- before the start of the intership programme, every year our college gives an Orientation to the Principal/in charge principals regarding the following.

a. to develop a sense of confidence and security among the interns.

b. to provide facilities available in school and guidance from school faculty

2. Orientation to students going for internship : the interns were given the following instructions

a. to submit the lessons to the respective subject teacher before teaching

b. maintain the dress code

c. to make sure the classes are observed

d. involve the students by conducting activities during teaching

4. Defining role of teachers of the institution : positive feedback is given to the interns by teachers as well from their peer groups

based on the criteria.

6. Exposure to variety of school set ups : During the II semester the students have already visited such as government , special and aided schools due to which they got exposed the environment conditions of the internship 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

93

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.

Institution adopts effective monitoring mechanisms during internship programme

Supervision for faculty members is prepared in advance and is followed by the head of the institution and subject experts and method teacher. The teachers observe the class & provide valuable feedback to the intern's every day.

Monitoring is regularly done: the lesson plans are monitored by the method teachers regularly .Effective use of blackboard and assessment during the class is also encouraged by the teachers.

The school teachers are also involved by observing the interns class and give guidance regarding the teaching aids.

The peer groups also observes the classes and writes the feedback in their observation book and suggestions are also provided. They observe 3-4 classes per day.

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

Four of the above

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

Five of the above

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

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	View File

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	View File

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

16

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

184

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

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

Students must possess sophisticated capabilities in order to succeed in the twenty-first century and continue their studies. In order for pupils to acquire proficiency in content matter, problem-solving

techniques, efficient communication, teamwork, and independence, educators need to utilize increasingly advanced pedagogical approaches. The key to helping teachers acquire the pedagogical skills necessary for effective teaching and professional development that also help them build their self-esteem. Discussions about issues and developments in education and current events are held in-house in the following ways:

Each employee shares their knowledge for two to five minutes each day prior to the main gathering. Where teachers share current events, discoveries, fascinating facts, and other information with their colleagues in addition to staying updated themselves and giving information to coworkers.

- Shared information with colleagues and with other institutions on policies and regulations.
- Provided guidance to the B.Ed. institutions on NAAC documents.
- Guidance was given on NAAC paper work to St. Joseph's First Grade Degree College
- Encouraged the faculty to attend the FDP/Senior / workshops in different Institutions and Universities.

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

2.6 - Evaluation Process

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

The Mysore University Examination pattern is followed in both of the tests.

Students are informed of the dates and content of the internal tests prior to the start of the semester and are required to adhere to

them scrupulously. The results of these internal examinations will be released a week following the examination. The question paper and the scheme will be addressed in class once all of the tests have been completed. Before sending their internal grades to the university, students double-check and countersign them. The examination and test are carried out in the surveillance system installed examination hall.

Tutorials: Based on topics that the subject teacher has given; tutorials are held in the classroom for every student. A variety of factors are used to evaluate the pupils, including content understanding, presenting skills, communication abilities, and time management. ICT-based and non-ICT-based simulations are the two categories of simulations provided. Every first-year student is required to do both ICT and non-ICT simulations based on the topics they have chosen. Assignments were allotted to enrich the subject knowledge and students gathered the information and submitted it within the stipulated time.

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

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

Five of the above

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

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

- In connection with examination and evaluation.
- To review the grievances.
- To provide required recommendations to the Principal.

The principal and the teacher in charge provide the pupils with an overview of the examination-evaluation system and explain how to achieve the CLOS and PLOs during the orientation program. The college evaluates students' performance through tutorials, home assignments, exams, presentations, group discussions, and other means. Students are explained new terms and the CGPA and CBCS pattern marking system. The Principal serves as the chair of the committee, which handles any complaints pertaining to exams. A concerned educator who addresses problems at this elementary level. Generally, there is a zero-tolerance stance for student misconduct. Students who engage in misconduct are typically subject to a zero-tolerance policy.

The purpose of the institutional changes in the continuous assessment system is to stimulate their interest in the subject matter and increase their familiarity with the format of university exams. On the specified day following the testing, the student is shown the C1 and C2 answer booklets. The students look over the answer books to assess their performance in terms of the strengths and weaknesses of their coursework and answer-writing methods. On the day, they provide clarification if there are any doubts about the evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Based on the academic calendar of the University of Mysore, the institute creates the academic calendar while adhering to all applicable laws and regulations.

The principal, IQAC coordinator and the committee members keep a close watch on the academic calendar. They make sure that all of the faculty members and students at the St. Joseph's College of Education should follow the academic calendar.

Before the academic year ever begins, the academic calendar is set far in advance. The calendar includes information about the upcoming year's academic schedule, the approximate dates for internal and external exams, test policies, etc.

- The calendar contains dates for internal evaluations, assignments, tutorials/seminars, simulations, and micro-teaching dates, among other events. It also includes all governmental and public holidays.
- The teacher in charge of the timetable creates a timetable in accordance with the relevant criteria for the amount of modified hours for each indication.
- After completing two units, the First Internal Exam (C1) is held. It is reflected in the academic calendar, with C2 taking place following the completion of 4 units.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs.

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

All of the PLOs and CLOs have been carefully developed after consultation with every pertinent stakeholder, and they are all posted on the college's website, manual, and respective classroom charts. • Induction programs for teachers are designed to set out the learning objectives and the means of achieving them. • Students are informed about all of these outcomes through orientation workshops, expert lectures, classroom discussions, internships, and block teaching. • When implementing the EPC and EWF courses by the activity, the college assigns teachers to workshops, seminars, conferences, and FDPs to equip them with skills to accomplish the desired objectives while teaching - learning in the classrooms.

• As the EPC and EWF courses are being implemented, the CLOs are being accomplished through activities like communication skills, paper presentations/seminars, microteaching, simulations, planning various events like College Talents Day, Teachers Day, Matrubhasha Divas, National Festivals, and so on.

• The program's CLOS are assessed through continuous evaluation, which is divided into C1 and C2 classifications.

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	View File

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

1. The content knowledge criterion is used to assess how well a student understands and knows facts, concepts, and principles. Making good use of the plan and content components when setting up the classes. 2. The process criteria are used to assess the degree of skill or process competence, the significance of original idea development, and the efficiency of technique and procedure selection and execution in a task. 3. The originality/creativity criterion is used to assess a product's or performance's overall quality and competence.

4. The impact considering its rationale and the feedback provided by the internship schools, the feedback criterion is utilised to assess the performance's overall implications. 5. Leadership abilities to absorb the traits and attributes of an effective leader, such as - Honesty, communication, 6. Information & Communication Technology (ICT) Skills in utilising media technologies, strategies, and new educational trends like blended learning and flipped learning, among others. ICT skills are used by students in seminars, tutorials and simulations presentations. Both explicitly and implicitly, values and attitudes should be demonstrated. timely submission of assignments, regular attendance in classes, and completion of relevant tasks.

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

2.7.4 - Performance of outgoing students in internal assessment

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

93

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

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

1. The college held a workshop on communication skills 2. Activities related to Language Across Curriculum (LAC) 3. Reading and reflection activities Encourage the students to take on the aforementioned assignments so they can demonstrate their abilities in a variety of contexts, such as pedagogy play, paper presentations, simulations, etc. *To give students access to application-level ICT instruction and to modern teaching and learning technologies, such as Google Forms, video production and editing, YouTube video creation, diagnostic tests, and quizzes, and online assessments and evaluations that support the development of ICT skills. *To actively include students in their own learning processes in order to foster the development of higher-order thinking abilities and "learning to learn" capabilities; additionally, to enable students and teachers to engage in conscious reflection on the learning process.

* To provide students with thoughtful comments that they can incorporate into their education. Since quick suggestions are most effective. It is linked to expectations-related criteria, which include ENG AD40 Through project work, action research, online exam preparation, ICT-based instruction, and e-content preparation, students are strengthening their skills to meet the demands of the twenty-first 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

Student satisfaction survey conducted and received positive feedback from the students. Necessary action taken for further improvement.

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

Nil

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)

nil

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

Three of the above

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

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	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
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

Three of the above

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

3.2 - Research Publications

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

0

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

02

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

13

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

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

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

325

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
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

08

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

200

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	View File

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 and awareness rally in the nearby villages, where the camp is organised. Street plays on Digital India, swachh Grama, protection of Child Right and Health is Wealth were organized.

A new Initiative we in collaboration with MDES organized a week long teacher enrichment workshop for rural and all teachers working under MDES institutions. Our faculty members worked as a resource persons.

College has MoU with Sneha Bindu trust by giving old newspaper for making carry bags.

Students visited Old age home, Home for the differently abled. They served food, contribute some amount, entertained the inmates by dancing and singing.

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 classes. Topics such as Child marriage, Female foeticide, Dowry harassment, Child labour etc.

Abhivyakti club members who were in CKC School took part and conducted an awareness program on Nature friendly Ganesha.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

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

04

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

04

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

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

08

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

<p>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</p>	<p>Three/Four of the above</p>
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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 through 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 both 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

09

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

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

9.61

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., .

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 can access toe-resources - (about 6000 + e-journals and about 1, 99,500 + e-books).

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

we have provided access to shodh Ganga and e Resource Websites.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://stjcollegeofeducationmysuru.in/facilities/
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 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										
<table border="1"> <thead> <tr> <th data-bbox="84 365 542 421">File Description</th> <th data-bbox="550 365 1468 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 432 542 488">Data as per Data template</td> <td data-bbox="550 432 1468 488">View File</td> </tr> <tr> <td data-bbox="84 499 542 589">Receipts of subscription /membership to e-resources</td> <td data-bbox="550 499 1468 589">View File</td> </tr> <tr> <td data-bbox="84 600 542 734">E-copy of the letter of subscription /member ship in the name of institution</td> <td data-bbox="550 600 1468 734">View File</td> </tr> <tr> <td data-bbox="84 745 542 790">Any other relevant information</td> <td data-bbox="550 745 1468 790">No File Uploaded</td> </tr> </tbody> </table>	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	
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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)											
0.39,302											
<table border="1"> <thead> <tr> <th data-bbox="84 1014 542 1070">File Description</th> <th data-bbox="550 1014 1468 1070">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 1081 542 1137">Data as per Data Template</td> <td data-bbox="550 1081 1468 1137">View File</td> </tr> <tr> <td data-bbox="84 1149 542 1395">Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant</td> <td data-bbox="550 1149 1468 1395">View File</td> </tr> <tr> <td data-bbox="84 1406 542 1451">Any other relevant information</td> <td data-bbox="550 1406 1468 1451">No File Uploaded</td> </tr> </tbody> </table>	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			
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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											
535											

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://stjcollegeofeducationmysuru.in/facilities/
Any other relevant information	No File Uploaded

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

One of the above

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

4.3 - ICT Infrastructure

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

Our 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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

Two of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

23.79

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://stjcollegeofeducationmysuru.in/service/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>All of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 779 1471 958">View File</td> </tr> <tr> <td data-bbox="86 958 550 1099">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 958 1471 1099">View File</td> </tr> <tr> <td data-bbox="86 1099 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1099 1471 1205">View File</td> </tr> <tr> <td data-bbox="86 1205 550 1272">Any other relevant information</td> <td data-bbox="550 1205 1471 1272">No File Uploaded</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="550 779 1471 958">View File</td> </tr> <tr> <td data-bbox="550 958 1471 1099">View File</td> </tr> <tr> <td data-bbox="550 1099 1471 1205">View File</td> </tr> <tr> <td data-bbox="550 1205 1471 1272">No File Uploaded</td> </tr> </tbody> </table>	Documents	View File	View File	View File	View File	No File Uploaded
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Documents																			
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No File Uploaded																			
<p>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</p>	<p>Seven/Eight of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 1615 550 1675">File Description</th> <th data-bbox="550 1615 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 550 1742">Geo-tagged photographs</td> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="86 1742 550 1809">Any other relevant information</td> <td data-bbox="550 1742 1471 1809">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded	<table border="1"> <thead> <tr> <th data-bbox="550 1615 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="550 1742 1471 1809">No File Uploaded</td> </tr> </tbody> </table>	Documents	View File	No File Uploaded									
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Geo-tagged photographs	View File																		
Any other relevant information	No File Uploaded																		
Documents																			
View File																			
No File Uploaded																			
<p>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</p>	<p>B. Any 3 of the above</p>																		

awareness and undertakings on policies 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	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
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
36	95

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)**4**

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

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 Rev. Fr. Edward Saldanha and guided the students on how to face the Competitive examinations and motivated the students.

Class Representatives of Student Council take care of collecting all the documents for scholarships from other students and submitting the same for the college office. Our college has different committees/ bodies which consists of faculty and student members. Our college conducts different programs under these committees. The activities conducted are Talents Day, Christmas Celebration, Matrubhasha Divas, Jo Fiesta, valedictory function, Teachers day Celebration, etc. Students are guided by the teachers to conduct different programs under the Student Council. The discipline committee will take care of the punctuality and discipline of the studnets in the college. Cultural committee will take care of co-curricular activies weekly. Photography and technical team will support the faculty members to capture all photos and taking care of technical issues.

The committees are as follows:

- The Discipline Committee
- Magazine Committee
- Cultural Committee
- Sports Committee
- Technical Comittee
- Photography Committe

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

19

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

5.4 - Alumni Engagement

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

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	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	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. T

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.

Most of our practicing schools are headed by our alumni. 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 IQAC chairperson as well as the member secretary of the governing council. The faculty, staff secretary, and principal consult to designate committees for the planning and execution of various academic, student administration, and related policies. The faculty of the college, the IQAC, and the governing body all vote unanimously to establish all academic and operational policies. Committees such as the Discipline, Academic and Evaluation, Extension Activities & Students Welfare, Research, Website Development, and Magazine Committees, among others, collaborate to bring the institution's vision to life.

At the faculty level, representatives from the faculty are assigned to different committees and cells under the IQAC, which are nominated by the principal. To guarantee a consistent exposure of responsibilities, the membership of various committees is altered annually.

Students Level: Considering the holistic development of students, a student council comprising cells, clubs, and committees is formed. Its operations support decentralization and offer a venue for people to hone and showcase their talents while considering the future.

Level of Non-Teaching Staff: When formulating policies, making decisions, and collaborating with outside organizations to transact commodities, suggestions from non-teaching staff are taken into account.

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.

The Finance Committee and Administrative Staff are responsible for maintaining financial transparency. Monthly budget proposals that have been finalized and an agenda of events are presented to management for approval at the start of each semester.

Academic Transparency: The college website is updated with information about policies pertaining to the handbook, syllabus, events, schedules, workshops, training programs, campus drive, curriculum, etc. The students authenticate the assessed exam, assignment, tutorial, and test scripts, and the faculty provides feedback. To ensure transparency, all records are signed by the students. Aside from the LMS-based attendance, the staff in charge keeps a hard copy of the attendance register for each student.

Service Rules and Administrative Transparency A book that contains information on the staff benefits, code of conduct, and service rules is available. Parents' and students' consent to the choice of pedagogies, activities, and admission fee structure are covered in detail during interaction sessions. maintained in terms of fee structure transparency. Certificates pertaining to students, scholarships, bus passes, etc., are only given out after the candidate submits a prior request letter. Based on their attendance, punctuality, and first-semester performance, they receive a special fee reduction.

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 idea was discussed with all parties involved and examined by a group of experts, including the principal, staff, academic experts, financial experts, and members of the Governing Body and Council. A calendar of events is used to create an annual plan, and quality control at all levels is ensured with the approval of the principal, IQAC, and management. The annual magazine "Milestone" is released to showcase the abilities of the student teacher fraternity. The purpose of the mentoring sessions is to support students in managing their personal and 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://stjcollegeofeducationmysuru.in/organization-2/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The MDES oversees St. Joseph's College of Education in Mysore, which is run on a decentralized administrative structure. Its governing body is composed of the following members: a representative from the university, a secretary and correspondent, management representatives, a member of the governing council who is the principal, and staff in charge. The staff council, which meets on a regular basis with the principal, the IQAC coordinator, and the administrative and teaching staff. A key role is played by the college's internal audit system, which recommends special invitees from business and research organizations that include senior staff members and alumni. Every semester, the evaluation committee

carefully examines the test questions. Holidays are observed in accordance with the calendar. There are two scheduled mentoring sessions for students each week. The management has made it mandatory for employees and students to submit attendance reports with hundred percentages, and a monthly list of students who have not attended is posted on the notice board. The hiring process begins with an advertisement and is conducted in accordance with NCTE, University, and Government of Karnataka regulations regarding minority institutions. A panel made up of the department heads, an outside subject matter expert, and management representatives makes the selections

File Description	Documents
Link to organogram on the institutional website	https://stjcollegeofeducationmysuru.in/organogram-2/
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

Three/Four 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.

In the transformative year of 2023, our college's diverse array of

clubs, cells, and committees showcased remarkable effectiveness in fostering holistic student development. The Language Club orchestrated a poignant celebration of Mathru Baasha Diwas, honoring linguistic diversity through poetry, storytelling, and original compositions. Meanwhile, the Kannada Club, Abhivyalathi Sahithya Sangha, shone with innovative literary activities, nurturing creative expression among students.

National Science Day became a week-long spectacle, courtesy of the Science Club, featuring enthralling concept and character representations, self-composed science songs, and a spirited memory competition. A series of special talks catered to the pressing concerns of adolescents and prospective educators, covering topics like mobile addiction, women's health, and mental well-being. This discourse extended to the Women's Cell and Student Council, emphasizing awareness and support.

The Social Science Club took charge during Azadi Ke Amruth Mahotsav, organizing diverse competitions that delved into historical narratives. Simultaneously, International Yoga Day saw the club promoting physical and mental wellness. The Student Council facilitated a transformative action during Community Living Camp, fostering unity and responsibility, while the Magazine Committee encapsulated the year's essence through Milestone 21-2023, a digital chronicle. The Mathematics Club embraced modern learning methods, organizing workshops on technology integration and a Geogebra session, enhancing mathematical comprehension.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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 is aware that the strength and well-being of the institution's workforce are critical to its growth. All types of jobs are guaranteed dignity, and daily operations demonstrate mutual respect and interdependence. For every employee, there are several

welfare programs in place. The characteristics of St. Joseph's College of Education guarantee unity in diversity, which is crucial for the workers' overall well-being. Staff members gather regularly for celebrations and meetings, which fosters a sense of community and camaraderie. 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 monetary 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

2

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

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

3

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

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

3

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	View File
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	View File
Any other relevant information	View File

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 and 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 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

64

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

Four of the above

initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stjcollegeofeducationmysuru.in/wp-content/uploads/2023/06/IQAC-meeting-minutes-book-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://stjcollegeofeducationmysuru.in/igac/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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, Theatre Skills and ICT competency. 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. 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. ICT Competency Course: Training in different applications, Increased number of projectors, latest desktops with updated processors, Cameras for virtual teaching, Webinars and workshops for teacher educators to make use of online modes of teaching, etc. are the special initiatives.

2. the second instrumental enhancement is that faculty members have become resource persons for in-service school teachers, and inservice teacher educators training them on contemporary advancements.

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.

Energy Conservation Act 2001 was enacted to improve energy efficiency and reduce energy intensity of the institution for sustainable development. We attempt to use energy in a manner without sacrificing the essential requirement of the stake holders. Our energy management policy revolves around awareness on conservation by all stakeholders. 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. At St. Joseph's College of Education, energy use is deliberately monitored, controlled, and conserved to yield maximum efficiency.

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 cell phone, laptop, phone chargers, computers and LCD projectors.
- Use power strips for all your workspace to unplug multiple appliances with one quick switch.
- Replacing incandescent & tube lights with LED bulbs.

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 importance of waste management. Since the institution is located in the prime position of the city, MCC (Mysore City Corporation) daily takes away the garbage. Within the campus, we segregate dry and wet waste.

Every year we repair and reuse damaged things like benches, chairs, tables to save money and reduce waste.

Our institution use refill inkjet, cartridges and laser toners. Purchase of less toxic and recyclable materials and components. The hardware resources are utilized to the optimum extent. Systems with longer guarantee period are selected. E-waste can be decreased by using electronic gadgets properly and fixing them when needed.

Paper materials are an essential part of classrooms in Teacher Education Institution. By reducing paper waste in a classroom and fostering an appreciation for the importance to sustainability in Teacher Education Institution by using unused sheets of previous year's records. Institution is on the roadway to implement paperless policies to save money, reduce waste, create an organized online system for all documents, increase time for staff to focus on other tasks, and increase communication between students and faculty through online mode.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	

The institution 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 include emptying trash, replenishing bathrooms, and inspecting the entire structure. Tobacco, smoking, and the chewing of pan-masalas and gutka are all prohibited on campus.

Highlights of the 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 for every 50 students in the hallway.
- Each classroom has dustbins.
- Each day faculty in charge monitors classroom sanitation
- Central cleaning services in the institution yearly twice
- Well maintained garden
- Awareness programs on health and hygiene

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	View File
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)

0.24.670

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

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 Community Living 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.

Special programs

1. Special speech on Mental Health & Mobile Addiction in collaboration with Prerana Hospital, Mysore.
2. Special speech on Women Safety collaboration with Odanadi, Mysore.

Local Visits

The students of St. Joseph's College of Education visited the following places in different groups.

- The Regional Museum of Natural History at Mysore on 21st January 2023
- The Railway Museum at Mysore on 21 January 2023.
- The Home for the Aged Little Sisters of the Poor Community in Gandhinagar, Mysuru on 16th October 2023
- Old age home Missionaries of charity of Mother Teresa (Home for sick and dying destitute) Bannimantap, Mysuru on 16th October 2023
- Home for Differently Abled persons Run by Missionaries of Charity Brothers on 16th October 2023

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Value Added Course

a. Value at school

Our institution emphasizes value education throughout the teaching and learning process. Our institution prepared its own value education syllabus.

b. Communication Skill

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

c. Theatre and Art

Our institution has given the same weightage to both academic and co-academic activities. Every year we are conducting art workshops and pedagogy drama scriptwriting workshops. It helps to think in a creative way to understand the subjects, as well as innovative

ideas.

d. ICT Application in Education

Information and communication technology (ICT) has emerged as a transformative force in education, offering the potential to revolutionize the way we teach and students learn. From the last Academic years (2022-23) we have added one more value added course on ICT Application in Education

2. Special Assembly

St. Joseph's College of Education, Mysuru, organizes a special assembly on important Dates and National/International Days to educate students about the significance of these days and foster a sense of global citizenship. The assembly was held on throughout the year in the college auditorium.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

St. Joseph's College of Education, Mysuru is committed to making a positive impact on the environment by teaching its students about the importance of sustainability. The college has a number of initiatives in place to promote sustainable development goals.

Eco club- booklet

The students of the Chemistry / Biology methodology from second year B.Ed, St. Joseph's college of Education, took an initiative to make booklets from the unused sheets of the assignments and records. Around 20 books were made out of the assignment books and different quotes were written on the books for bringing a change in the vision of the public. These books can be used as a planner to note down the to-do list or as a handbook to make essential notes. It is very handy and compact to carry.

Art Workshop

St. Joseph's College of Education, Mysuru organized Art Workshop for 2nd year B.Ed students as part of Art and Drama Activity, under the leadership of Assistant Professor Dr. Chalugarajaswamy K. T. from February 9, 2023 to February 13, 2023.

In this workshop Students actively participated and learned different Indian Art forms. St. Joseph's College of Education started focusing on Sustainable Development Goals (SDG) for better further.

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