SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST.JOSEPH'S COLLEGE OF EDUCATION

TEMPLE ROAD, JAYALAKSHMIPURAM, MYSORE
570012
www.stjcollegeofeducationmysuru.in

SSR SUBMITTED DATE: 21-03-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College of Education was named after St. Joseph, its Patron Saint. The College was founded in 1971, by the late Bishop of Mysore; the Most Rev. Dr. Mathias Fernandes. Coupled with the visionary zeal and the dynamism of the Secretary, Rev Fr. Dennis Noronha, the college was established on the firm foundation of the motto of ' Love, Loyalty and Service'. It is situated on the Mysore- Madikeri State high way in Mysore City. This seat of learning overlooks the picturesque Chamundi hills and is adjacent to the Manasagangothri, Karnataka State Open University campus.

St. Joseph's College of Education is one of the 153 educational institutions governed by Mysore Diocesan Educational Society (M.D.E.S) and has a rich experience of more than sixty years in the field of managing colleges and schools in the southern districts of Karnataka. At present, the college is efficiently managed under the patronage of His Excellency Rt. Rev. Dr. K.A William, Bishop of Mysore and the dynamic leadership of the Secretary and the Correspondent, Rev. Fr. Vijay Kumar.The college is affiliated to the University of Mysore and enjoys the status of a religious minority. Admissions are open to all without discrimination on the basis of caste, creed and race. The college is founded with the lofty ideal of preparing quality teachers for the schools of the country particularly rural schools. It does not just aim at training teachers but aims at training students to become good and efficient citizens of the country so that they could actively participate in the national reconstruction and development.

The college is a reputed institution catering to the needs of both urban and rural secondary schools by providing the much needed expertise through its training programme. This is evident from the fact that our students are working as teachers in all parts of the country and abroad. The college is gearing towards embracing the recommendations of New Education Policy and envisages four year integrated teacher education course as it has first grade degree college in the same compound.

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.

Objectives

- To impart relevant knowledge with respect to foundation and methodology course.
- To promote mastery over the required content.
- To impart the teaching skills and strategies to transfer the given content.
- To innovate and experiment classroom practices.
- To boost confidence and abilities to plan and organize school related/ community based programmes and activities.
- To develop professional attitude.
- To make teacher trainees enthusiastic and proactive.

- To help demonstrate commitment to Christian values such as loyalty, love, service, equality and excellence.
- To sensitize on issues of ecology and the environment.
- To open mindedness so as to acquire related competencies to meet global trends and demands.
- To promote responsibility towards scope and dimensions of socially/ economically disadvantaged sections of the society especially in rural areas.
- Extent assistance in respect of employment and placement services.
- To create leaders in all walks of life and thus be agents of change in our society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Well defined vision and clear cut mission**
2. **Teacher quality**
   - Remarkable role in imparting Quality Teacher Education
   - A team of humane, noble and enthusiastic teachers having absolute commitment towards their profession in the signature of the institution
   - Proactive IQAC ensuring quality enhancement
   - Participation in FDPs and Swayam courses
   - Well-built Teaching-Learning Process. More emphasis on learning in the teaching learning process with teachers as facilitators and mentors
   - All teachers are extremely committed, competent and qualified.
   - Apt environment for students to groom up
   - Top in academics in Mysore University

3. Excellent Infrastructure

- Easily accessible location.
- Financial Stability.

- Well built and spacious infrastructure for academic and co-curricular activities.
- Green and clean campus

4. Student Diversity

- The institution caters to ample number of students belonging to categories like SC, ST, OBC, and differently abled.

- Students belonging to remote rural areas are encouraged to take up education as the college is accessible to them.
- Student community with social commitment framed with moral values

5. Excellent Facilities

- Well maintained campus
- Bank, ATM
- Canteen
- Prayer Hall
- Lift and Ramp

6. Well Equipped Library

- Library facility with a large collection of latest books, e-journals and INFLIBNET facility
- Book Bank facility

7. Effective Student Support

- Mentoring
- Placement service
- TET coaching
- Grievance Redressal cell
- Student Council
- Suggestion box

8. Capacity building Programmes

- Psychological counseling
- Bridge course
- Soft skill Development
- Communication skill workshops
- Value education
- Remedial coaching
- Peer tutoring
- Personality development programmes

9. Supportive Management

- Robust and Supportive Management
- Optimal deployment of resources
- Good Teacher-Student ratio and Student-Computer ratio
- Scope for integrated B.Ed as First Grade Degree college of the same management is in the same campus

10. Holistic Practices

- Good and structured students' mentoring programme
- College avails scholarships and grants offered by the central and state governments.

- High-quality methodologies for nurturing weaker students through remedial classes and peer tutoring
- Differently abled friendly and Eco-friendly campus
- Healthy teacher –student relationship
- Orientation Programme
- Value education classes
- Extension Activities
- College has many luminaries to its credit including Civil Servants, Scientists, Entrepreneurs etc.

Institutional Weakness

- Less collaborative work with NGO's due to the COVID Pandemic.
- Focussed community outreach programmes are lacking.
- Lack of research centres in college.
- Lack of flexibility in curriculum (as an affiliated college)
- Lack of college hostels.

Institutional Opportunity

- Opportunity for more collaboration related to local economy, utilizing the expertise of alumni.
- Taking advantage of the strengths of the Management in introducing research centres and PG departments
- Ample scope for academic/professional enrichment
- Promotion of institution-community network
- More placement services
- National and Global networking linkages
- Capacity to undertake research projects
- Involvement in social/educational extension services
- Implementing online courses

Institutional Challenge

- Widening exposure to both students and faculty by updating with courses in emerging areas.
- Attracting more external funding through research proposals
- Even though the college is located in a corporation limits more than half of the students are from socially and economically backward categories from neighboring districts
- Deterioration in the quality of students who opt for the teaching profession

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the college is affiliated to University of Mysore, the institution follows the curriculum and academic calendar stipulated by the University. The curriculum is structured in a democratic way by the university. The members of different Boards of Studies act as mouth pieces of suggestions and demands. Our College follows

the admission procedure prescribed by the Government of Karnataka and University of Mysore. Institution has made commendable progress in imparting quality education by Integrating I C T enabled teaching –learning, pedagogical analysis, concept mapping, communication skills, cultural activities, life skills, value based education and holistic development of personality, which is reflected in our vision, mission and institutional plan of our college. Good feedback mechanism adopted by our college helps to reflect and strive hard for the pursuit of excellence. This has helped in modifying, redressing the grievances effectively and updating our institutional programme.

Flexibility in curriculum planning and transaction at the college level is ensured by taking feedbacks from students and faculty members and incorporating that in the curriculum prescribed and is in tune with the needs of the day. The needs of diverse students like slow learners and advanced learners are catered to. Through a well organized mentoring system and peer tutoring, the students are well monitored and tutored.At present the college offers 8 Pedagogy courses, 3 elective courses and 3 value added courses started as a post accreditation initiative. Sufficient flexibility is also offered within the courses by offering different mode of transaction.

Teaching-learning and Evaluation

Teaching, learning and evaluation are the three aspects that add to the quality of education and distinction of institution. The college possesses a bunch of teachers who are real mentors and are qualified with required skill and competence to cater to the needs of student in different pedagogies. 50% student enrolment is done through Common Admission Cell administered by the Government of Karnataka, strictly adhering to the rules and regulations of University and NCTE norms. Since the college is under minority status 50% of students are enrolled under management quota based on merit.

The teaching- learning and evaluation procedure of the institution adheres to the academic calendar prepared in accordance with the University Academic Calendar. An orientation programme is conducted prior to the commencement of every semester, where the students are detailed about all activities of the college. The learning levels assessment of first year students are based on content proficiency test and Teaching Aptitude test. After that, Content Enrichment is provided. Mechanism to honour student`s diversity is in place in the college and are provided special training sessions like remedial coaching, tutorial sessions, peer teaching, workshops, seminars etc. ICT enabled teaching learning techniques are used in classrooms. Students are made aware of evaluation process during orientation programme. The institution provides a student handbook with detailed information. The evaluation report will be given to the parents at PTA meetings. Grievances regarding internal assessment are taken care by grievance cell, where the class teachers along with coordinator address the grievances. Studens are trained in teaching skills through micro teaching and simulation workshops at the college and through internship and immersion programme in reputed schools.

Infrastructure and Learning Resources

St. Joseph's College of Education has got excellent infrastructure facilities in a vast area of 07 acres. The college building is designed with good ventilation and lighting facilities. The college is located by the side of state High way Mysore- Madikeri overlooking the Chamundi hills. The college has a beautiful garden and

landscaped with lawn on both sides.

College building has eight classrooms with LCD projectors, multipurpose hall, conference hall, and seminar hall, computer laboratory with internet facility, psychology laboratory, art and drama room, Physics laboratory, Chemistry laboratory and Biology laboratory. We have a well-furnished partially automated library with 16,716 books, 9 journals, 27 magazines, 6000 e-journals, 3135000 e-books with separate reading facility for faculty and students. To maintain the health and hygiene of the students, rest room and toilet facilities for women and men are located in 2 different floors. Common room for Ladies and Common room for Gents give scope for students to relax during free periods. The college has a big play area of 2 acres is shared with the sister institution. The college has a neat and clean canteen facility for day scholars, safe drinking water facility on each floor and a prayer hall. For sports, indoors and out door facilities are provided. Staff and students have separate parking facility.

Student Support and Progression

As a part of student support programme, the college has developed a prospectus along with the regulations of the programme, the syllabus, calendar of activities with name of the events and dates fixed in the institution plan for conducting curricular, co-curricular activities, community service programmes, community living camps etc..Small Group activities including co-curricular activities, communication skill workshop, micro-teaching, simulation and practice teaching helps in giving individual attention to students and building team spirit and cooperation among students. Each student is guided individually in small group activities by providing feedback. All these activities, in turn help the trainees to acquire teaching skills. Our motto is to develop total personality of students. Students play an active role in the academinc and co-scholastic activities of the institution. Their representation is ensured through studen council and various committees for various purposes. Alumni of the institution play a pivotal role in the welfare of the institution.

Some of our students get scholarship from the Government as they belong to SC, ST and Other Backward Classes. Economically weaker students of the Christian minority students get concession and scholarship from the management. The students are provided with information about various competitive examinations and PG-CETs for which they are eligible. The institution is in contact with other Career and Counseling Cells, where awareness and coaching classes will be conducted for those who appear for these examinations. Our faculty also engages the classes in this cell. Grievance Redressal Cell provides ample opportunities for students to submit their grievances to the Principal directly and resolve the same within a stipulated time. An anti- ragging committee is also constituted in the college as per the guidelines of UGC to prevent ragging. A counselor visits college twice in a week and counseling is provided to the needy.

Governance, Leadership and Management

St. Joseph's College of Education is one of the 153 educational institutions governed by Mysore Diocesan Educational Society (M.D.E.S) and has a rich experience of more than 50 years in the field of managing colleges and schools in the southern districts of Karnataka. The college is affiliated to the University of Mysore. At present, St. Joseph's Institutions are making great progress under the patronage of His Excellency Most Rev. Dr. K.A William, the Bishop of Mysore and the dynamic leadership of the Secretary and Correspondent, Rev. Fr. Vijay Kumar. The institution follows decentralised and participative mode of decision making, where the effectual implementation of the teaching-learning and the student support programmes are carried out under the strong support and guidance of college management. The principal of our college is the

executive head of the institution. The teachers also have to represent either as convenors or as members in various academic and non-academic committees and clubs of the college. Staff meetings conducted regularly at the college level ensures transparency in day to day affairs. The college also includes the organizational arrangements such as staff council, IQAC, Admission Committee, and Advisory Committee for Library, Committee for Academic Calendar, Redressal Cell, Women's Grievance, Counselling Centre, Alumini Association Committee, Placement Cell, Student Council, Cultural Committee, Magazine Committee etc. The IQAC prepares an action plan and conducts internal audit for review of the progress of the teaching learning process. Student representatives are also part of various clubs and committees.

Institutional Values and Best Practices

The Best practices of our college are value-added courses like Value at School, Communication Skill and Theatre and Art. We encourage Peer tutoring and Reading week- Spark 2020 to promote Language Skills. Our College values diversity. Our institution has students coming from South Indian States, Uttar Pradesh, West Bengal, Bihar, Jharkhand, North Eastern States and Tibet. Our College emphasizes a diverse class because different perspectives allow students to learn from one another and grow in their thoughts. The interaction between students with different worldviews can help change minds or shape ideas. Our institution has most of the regional students struggling to communicate in English. So we give instructions in both English and Kannada languages.

Innovative teaching approaches are used for teaching like Concept attainment model, Peer tutoring, ICT enabled learning, Co-operative Learning, Collaborative learning,Group Investigation, Demonstration, Dramatization, Debate, Storytelling and teaching by singing in Kannada language teaching.

The needs of the specially abled students are catered by the institution by providing ramp, elevator, rest rooms and scribes to help in examinations. Infrastructure developments strictly adhere to environmental compliances. The college also initiates programmes to instill in students national consciousness, and to promote universal values of truth, righteousness and communal harmony. The institution takes care in enhancing the physical fitness of the students by providing daily sports training to students. Through agreements and MOUs, the college provide adequate and advanced training facilities to equip students with required ICT skill. The college plans and undertakes all its activity, curricular and co curricular, with the vision to carve out the best in the student's mind, body and spirit.

In our campus, throughout the year we promote the value of reducing power consumption. Our college campus is located in a prime position in the city. Each classroom is ventilated with proper light and we are not using the air conditioner. And students are instructed and motivated to switch lights and fans off when they leave the classrooms. Effective waste management is practiced.

An initiative was taken by the Eco Club members to recycle the used pens.

Research and Outreach Activities

Our institution promotes research and extension activities along with teaching learning process. The college organised one Regional level seminar in the last year. Four faculty members are PhD holders. Two are pursuing

research. Faculty members have applied for two research projects during last five years. The teachers publish original research articles in International/National/Peer reviewed journals and present papers in Seminars/Conferences. Subscription to a view and access to INFLIBNET introduce new trends in higher education and research to the teachers and students.

The social responsibility of the college is fulfilled through many academic extension and community extension activities through various clubs, and Cells. They do many programmes which include Blood donation camps, Medical camp, Awareness programmes on various issues like Aids awareness, Organic farming, Gender sensitization Programmes, International girl child day, Community Development programmes, Women Empowerment Programmes, Swachh Bharat Abhiyan, Flood relief and supply of food items during Covid-19 Pandemic. To create awareness about Covid -19 online CAP series were organized.To undertake programmes to the benefit of students and society, the college has a number of fully functional MoUs with different organizations that promote faculty, student and resource exchange, training, student interaction, placement, project, internship and field trip.

Students were given opportunities to publish articles under the guidance of teachers. Six articles were published. Students and teachers prepared e-content for the teaching-learning purposes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.JOSEPH'S COLLEGE OF EDUCATION
Address	TEMPLE ROAD, JAYALAKSHMIPURAM, MYSORE
City	MYSORE
State	Karnataka
Pin	570012
Website	www.stjcollegeofeducationmysuru.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Priya Mathew	0821-2511992	9482538060	-	stjosephcollege2012@gmail.com
IQAC / CIQA coordinator	Asha P Pathrose	0821-8212511992	9886117088	-	ashasamk@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate eng kannada_merged.pdf
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Karnataka	University of Mysore	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-05-1997	View Document
12B of UGC	30-06-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	01-07-1996	60	PERMANENT

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	TEMPLE ROAD, JAYALAKSHMIPURAM, MYSORE	Urban	7	5186.312

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	English + Kannada	100	97

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				12
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit				0				0				9
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				13
Recruited	0	0	0	0	0	0	0	0	6	7	0	13
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	0	0	0	0
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	1	6	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	0	0	0
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	7	0	11

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	2	0	0	17
	Female	66	14	0	0	80
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	5	5	5	4
	Female	15	11	12	10
	Others	0	0	0	0
ST	Male	2	2	1	0
	Female	2	1	3	3
	Others	0	0	0	0
OBC	Male	5	7	14	15
	Female	47	48	52	54
	Others	0	0	0	0
General	Male	0	0	0	4
	Female	6	6	11	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		82	80	98	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Institution envisages to start Integrated B.Ed Programme like BA.Ed and BSc.Ed where multi disciplinary and interdisciplinary subjects would be taught. Institution is in the process of promoting course in Drama, Music, Sports, Craft and Human rights Education.
2. 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.

3. Skill development:	Teachers require lot of skills which are developed through various activities organized by the Institution. Hard core teaching skills are developed through micro teaching workshop, simulation workshop and internship programs. Soft skills required for teachers like creative skills, communicative skill, adaptability, problem solving, leadership skills are developed through various co-curricular activities organised by student council and during workshops.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Knowledge about Indian values and Indian system of education is developed through the course, Philosophical and Sociological bases of Education where the Vedic system of education and Buddhist system of education and other schemes that were followed in the traditional Indian classrooms were taught to students. In order to develop the awareness about the culture and traditions of our country, various co curricular activities are organised. Students are exposed to different festivals which are of national, state level and regional level importance. Students were given platform where they share about their beliefs, tradition, language and culture during Matrubhasha Diwas. Teaching in Vernacular is encouraged. Medium of instruction is both English as well as Kannada for students coming from Kannada medium and rural background.
5. 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 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.
6. 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 G-suite products such as Google meet, Google classroom as well as Zoom. Effectiveness of such

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

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
187	191	169	153	155

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25

File Description	Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	93	75	78	75

File Description	Document
List of final year students with seal and signat	[View Document]
Institutional data in prescribed format	[View Document]

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	93	73	78	75

File Description	Document
Institutional data in prescribed format	[View Document]
Consolidated result sheet of graduating students	[View Document]

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	100	98	80	82

File Description	Document
Institutional data in prescribed format	[View Document]
Enrollment details submitted to the state / univ	[View Document]

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	25	75	92	59

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 58

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

22-03-2022 09:55:19

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

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 curriculum as well as academic calendar followed by the college is strictly in accordance with the one prescribed by the affiliating University.

Yet at the college level, academic planning, reviewing and revising of curriculum is done every year.

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

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

Revising of Curricular Transactions: Based on the need and to cater to the learning needs of students' revised plan for action will be formulated**.** When the pandemic due to Covid-19 forced lockdown and students were forced to remain indoors in their houses, the teaching-learning process was conducted via online. Based on the directions by UGC and MHRD and following the guidelines given by University of Mysore, consent of management and other stakeholders was taken and curricular transaction was switched to online mode. Online tests, quizzes were conducted. ICT syllabus has been revised based on the present pandemic background.

Regarding the internal examination, a collective decision was taken with the IQAC and passed in the staff meeting to switch on to an online mode of tests and classes.

Flexibility in the curriculum transaction is based on the need and pressing demand of the new normal. In the previous years, seminars and tutorial classes were conducted full day, considering the readiness and receptive power of students, it was split to half day i.e half day seminar and afternoon lecture hours. Duration was increased to facilitate students.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

22-03-2022 09:55:21

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

1.2 Academic Flexibility

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	12	12	11

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	12	12	11

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 2.2

1.2.2.1 **Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	2	2	1

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

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
187	191	169	153	155

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

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 3.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	5	5	6

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

A fundamental and coherent understanding of the field of teacher education

The curriculum of teacher education, particularly represented by the institutions provide experiences to prepare individuals for the classroom and is designed to meet the requirement of the pre-service teacher trainees

Teacher education is a continuous process and since teaching is considered as an art and a science, the teacher has to acquire not only knowledge , but also skills and competence to meet the challenges of 21st century classrooms.

The curriculum of B.Ed. is well planned and enriched which provides more scope for implementation.

The curriculum has theory papers such as:

- Philosophical and sociological basis of education - to give insights about theoretical knowledge.
- Psychology theories are explained in the course Childhood and Adolescence and Learning, Teaching and Assessment to equip them with the know-how about how to teach and when to teach.
- Theory of microteaching during the orientation of micro teaching workshops to enhance their skills of teaching.
- Educational Administration and Management - to familiarise with managing skills.
- Guidance and counseling - to understand nature and cater to the individual needs of students.
- Techniques, methods and approaches in Pedagogy - to equip them with varied methods and modern approaches of teaching.
- Contemporary Education in India helps in learning different educational systems.
- Educational Evaluation - to familiarise with various methods and techniques of evaluation.
- Value Education - to imbibe values.

The theory papers enrich the students, train them with the content, equip them with the knowledge necessary for their future as teachers .

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

Though the affiliating University does not provide more scope for total flexibility, choice for subjects of teaching methodology and study of elective papers provide scope for flexibility in the operational curriculum of B.Ed. course.

The theories studied are understood by practical activities. Psychology practicals based on intelligence, creativity, attitude, aptitude provide scope for implementation in real life situations.

Micro Teaching skills practiced here at college help the students to perform and implement in their lessons delivery such as skill of introduction, skill of explaining, skill of questioning, skill of stimulus variation and other skills.

As per the methodology, various teaching methods, techniques and approaches are learnt and practiced by student teachers.

Feedback after the lessons by the supervising teacher and peer group help in incorporating and correcting in their regular classes.

Values learnt in various value oriented classes help students to imbibe these values in their real life situation / classroom situation

Skills of classroom management, programme organization, maintaining discipline help them to make connections among disciplines of study.

Capability to extrapolate from what one has learnt and apply acquired competencies

The learning outcomes -based curriculum framework is based on the promise that every student and graduate is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences

Our student teachers practice communication skills, micro-teaching skills, and integrated lessons in small peer groups which help them to master their skills and perform well in their regular classes. Reflections of the lessons taken and reflective diary make them improve in their further lessons.

Video lessons and video recording of their lessons would help student teachers to reflect on their performance

Observations of demo lessons and classroom lessons given by lectures and the experienced teachers in the schools during internship and during school visits help students to acquire skills and put them into practice.

Orientation on preparation of teaching aids, writing of lesson plans help students for internship and to make use of them in their future teaching careers.

Skill / Competencies such as : Emotional Intelligence, Critical Thinking , Negotiation & Communication skill collaborations with others Etc.

Life skills are abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Teacher education does look into skill development of trainees. Life skills are discussed as a theory and their importance are viewed and there in tried to be inculcated in our students.

Teacher is a social engineer who does the role of "Man making "and "Nation building". Students learn the theory of emotional intelligence and attend a practical in Psychology in emotional intelligence. Apart from this, special motivational talks organized by the college make them aware of its importance.

Opportunities are provided for students to assume responsibilities in various activities of the college, celebration of religious festivals, national festivals, special assemblies and other days of importance.

Various committees, clubs are initiated and club activities are conducted in Eco club , Maths ?-rates club, electoral literary club, Abhivyakti Kannada Sangha, language club and social science club which enhance their organizational and participatory skills and team work .

Weekly co-curricular activities provide ample opportunities for trainees to manifest their talents. Literary activities such as quiz, debate, essay writing, paper-presentation, composition of poems etc., help to develop literary and communicative skills

Field trips are organised to milk dairy, natural history museum, DFRL, AIISH open day, Gandhi bhavana, Home for the aged, special schools, residential school etc., to gain hands-on experience.

Community living camps are organised for each batch of students with the objective of developing wholesome personality development. Values such as sharing, adjusting, leadership, participating, equality, simple living are imbibed through these camp activities.

All activities are focused on gearing our student teachers towards a healthy and effective future career.

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

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

Response:

 Diverse in language, culture, colour, race, religion, caste and so also in the school system. Diversity is the keyword of the India and Indian Education System.

The evolutions of school system in India, such as Vedic system of Education, Muslim Education system, Buddhist Education System, various schools of Education, Women Education system, Inclusive Education are familiarised through various courses,like:

- Contemporary Education in India.
- Educational Administration and Management.

- Inclusive Education
- Teacher Placement

which are studied by students as theory papers.

Various systems of schools like Morarji residential school, Kasturaba Gandhi Balika Vidyalaya, Kendriya Vidyalaya, special schools are made known through the syllabus designed.

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

Students observe, note down, interact, and receive clarifications by understanding the work pattern, type of students, role of parents, and differentiate among the various forms of school systems.

Another opportunity the staff and students gained about different types of education system was through the twinning programme organized with the Government Teachers College, Thiruvananthapuram, Kerala.

Technology plays an integral part in making the students familiarise about the norms, standards assessment systems across the states through videos.Teacher trainees are made aware of the education system at the international level through video and comparative studies through discussions. They try to analyse the difference between Indian and foreign education systems.

An International and Comparative perspective is familiarised through discussions, video presentation, paper presentation, lectures and while teaching certain perspective papers.

Students understand the fact that:

- Indian education focuses more on theory rather than practical. The Indian education system doesn't allow creativity, whereas in foreign countries, they focus more on practical based learning and they allow creativity in Education.
- In India, education is a formality, part of routine, every Indian must get a degree of Engineering or Medical stream, whether you learn something or not. In foreign countries, education is taken as a learning process
- Foreign Education curriculum contains everything ranging from arts to sports along with studies such as music and theatre, sculptor in syllabus. Australia focuses more on sports, they have cricket, hockey and boxing in their college curriculum,whereas the Indian Education system only emphasizes on theoretical studies. There is not much room for extracurricular activities in our education system.

- In India, students are required to memorize facts and figures. Thousands of equations of mathematics, birth dates and death dates of freedom fighters, chemical reactions and hundreds of other things. We emphasize theory and in foreign countries they impart knowledge to students through practical implementation.

During the orientation programme, alumni working in different schools come and share their experience about the college and how the system of transaction which they experienced here is helping them in their career as teachers in their respective schools.

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

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

Response:

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

- Communication skill workshops are organised to initiate them into coming forward and speaking out. They are evaluated based on their way of communication, language ability in episode writing and presenting them effectively in front of their peers and teacher educators/supervisors.
- They gain confidence, drive away stage fear and learn to communicate well.
- Followed by micro teaching sessions in their respective methodology subjects, they are given training in writing episodes for micro teaching, selection of topics, presentation of episodes, feedback by peers and supervisors. Reteach if need be.
- Likewise simulation lessons, ICT based lessons make them more confident and to master their skills and put them to practice in their teaching career.
- Lesson plans for macro teaching in real and natural setup, writing of feedback, criticism for peer teaching.
- Students are given the opportunity to observe demo lessons by experienced faculty, alumni and also video lessons.
- In their respective practice teaching schools, they take part in the curricular and co-curricular activities.

- They conduct unit tests, action research, supervise class tests given by the faculty.
- They conduct co-curricular activities and act as judges for certain activities.
- They take remedial classes for weak students, give them re-test and build confidence in their students.
- While students are in intensive teaching practice, the teacher educators regularly visit the practice school, observe the classes, motivate them, fill them with confidence, give valuable feedback and suggestions, hence making teaching practice reflective.

By the time the trainees finish their internship they are confident to take any tasks assigned for them at the schools, hence ready for the actual school situation which they will go after their professional training. Some students take up various tests and examinations conducted by the government for which training is given in our institution, which enable them to be fully equipped and professionally qualified for the teaching profession.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: A. All of the above

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 91.4

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

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25

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

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

Response: 0.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

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

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

The 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, their progress is tracked and the information gained is used to evaluate and strengthen programs and services.

The specific objectives for entry-level assessment are:

a. To identify learning needs of the students.

b. To ensure that the students have basic skills adequate to the teaching profession.

c. To improve retention rates of students as they enroll through the system.

d. To provide the students with experiences that will help them clarify their educational and personal goals.

e. To assess the level of readiness to undergo professional education.

Method of Entry Level Assessment followed in our College:

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

Language Competency:"Language across Curriculum (LAC)" activities that include communication and presentation skills that are evaluated and suggestions are given for future improvements.

Content Competency: Subject Competency Test will be conducted for students of different methodologies (English, Kannada, Physics, Mathematics, Chemistry, History, Commerce and Biology) by the concerned subject teacher based on the school content of VIII-X standard. After the analysis of the test; the students are provided with content enrichment program. Students who do not meet the appropriate score are referred for secondary testing.

Technology Competency: Use of checklist to know about the use of the knowledge and awareness regarding the use of ICT and based on which the students will be divided into groups to give training as per the need.

Activities undertaken for slow learners:

- Extra coaching and individual guidance from the subject teacher

- Solving question papers of previous University Examination by the students.

- Peer tutoring is carried out by the high achievers for the improvement of slow learners.

Activities undertaken for High Achievers:

- Peer tutoring- High achievers are assigned responsibilities of helping the students who face difficulty in learning and student groups are formed for discussion and study after college hours.The advance learners will be given special attention and care and they are motivated strongly to attain top ranks in university.

Every student's profile is maintained by the concerned mentors in order to cater to the different learning needs of the students and the institution makes sure that the mentor checks to the continuous progress of the student.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 19:1

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

In our institution the main focus and practice is on student- centred learning. Apart from the 'Lecture Delivery' method, teachers focus more on the 'conceptual clarity' of their subject. Teachers demonstrate to elaborate the difficult concepts in their local context and ICT tools are used to help students visualize what they are studying. IQAC encourages teachers to organize and attend the FDPs so that they will enhance these skills related to innovative teaching methodologies.

To promote student- centered learning which is the pivotal point of the teaching learning activities of the institution, various multiple mode approaches have been adopted by the teachers.

To ensure participatory activities like brainstorming, problem solving method, experiential learning strategies, co-operative and collaborative learning strategies, discussion, flipped learning and blended learning and also online mode of learning were adopted in the teaching learning process.

Multiple mode approaches that are followed in our institution are as follows:

Lecture Method: Almost all teachers of the institution use this conventional, yet economical method of teaching-learning which is apt for all students. Lecture is provided in both English and Kannada medium to cater to the needs of students of rural areas.

Co-operative and Collaborative learning: To thrive in peer learning, students are made to work in groups to complete a task within a fixed time frame. This not only encourages group learning and time management but also helps in knowledge building of students.

Vestibule Learning: Vestibule learning is a benchmark of experiential learning. The institute practices this experiential method by organizing school visits (regular, residential, special,) to students. These visits expose the students to experiential learning through the interaction with different people working in those schools.

Experiential Learning: It is mandatory that every student has to undergo an internship to acquire experiential learning. The institute provides 50 days of internship where students undergo on the job learning under mentor. The student comes back to the institute and prepares research projects / action

research under the guidance of an academic mentor. Field visits to special schools and different types are an integral part of teaching.

Participative and reflective learning: Each student is assigned a topic and informed to present the topic under the guidance of the faculty. By giving presentations the students gain experiential learning and can also reflect upon the same. They write reflections about the activity.

Focused Group Discussion: It enables the students to gain confidence and improves the language and also encourages in developing questioning techniques. This method is carried out in the presence of a moderator.

Blended Learning: Teacher educators have been combining in-person teaching or face- face teaching with technology-enabled learning for a long time, by using the ICT resources in the classroom to bring about new, high-quality educational opportunities for the students.

Online mode: Students are given instructions in both, synchronous (with PPT) and asynchronous (email communication) mode of learning. The students submit their assignments through Google classroom and similar collaborative tools. This will help students to be competent in using ICT.

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

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

Response: 61.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	9	9	9

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 100

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

Response: 187

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

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

Response:

Continuous and effective mentoring can have a powerful impact on students during their complete academic year. Mentoring provides an influential opportunity not only to improve students' learning outcomes but also to help in improving teachers' professional attributes through learning with and from each other, making skills and experiences intergenerational.

Across all the different perspectives and based on the upcoming challenges a number of common elements are figured out by the mentors / teachers that help the students in enhancing their professional attributes.

- **Working in teams:** Mentors work in teams along with the students to develop organizational skills at the commencement of the new academic year. All the students are divided into five houses (Rabindranath Tagore, Zakir Hussain, Mahatma Gandhi, Radhakrishnan and Swami Vivekananda) by the CCA committee wherein most of the co-curricular activities are conducted in groups so as to develop the team spirit among the students. In addition to this the other activities such as peer discussions, project work, and pedagogy drama. Provide ample opportunity to build team spirit, along with this, a daily assembly programme is presented according to method wise for a week where they cooperate and collaborate. During community living camps they work in different committees and teams which help them in developing team spirit.
- **Dealing with student diversity:** Teacher educators are accessible to the students, they make time to spend with them on the campus, being responsive to their professional and academic needs. The teacher is supportive, understanding and patient while dealing with student issues during their mentoring sessions and motivates the students to be confident, self-dependent and emotionally strong. Mentors dedicate more hours to help students who are emotionally weak and intellectually slow. Some of the activities are use of IEP (one –minute paper and one sentence summary, Group discussions/ learning, group by learning style and not by ability).
- **Conduct of self with colleagues and authorities:** Every year the institution conducts various sessions / talks in order to groom the students on the professional ethics that enable them to demeanor themselves in a well dignified way not only with the peers but also with their colleagues and authorities.
- **Balancing home and work stress:** In the present scenario, it's very important for a person to know the strategies of balancing home and work stress. In our institution the students are taught the following things that helps them to do the same during their internship and thereafter.

- Time management
- Set goals
- Be organized
- Embrace change
- Keep learning

- **Keeping oneself abreast with recent developments in education and life:**

Every day in assembly the students make an attempt to present current affairs on different areas such as economy, politics, technology and the latest developments in education such as the NEP, Govt. schemes related to education etc.

As teachers, they not only play a vital role in delivering the content knowledge but also in molding the future of the students. Hence, they have to possess the attributes of an effective mentor in terms of motivation, skill and experiences and realize the ambitions in making a difference in the lives of their students.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

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

The stages in which these activities are carried out are:

- Plan different strategies /approaches and to know which is the best approach to use
- Monitoring their work and being flexible
- Critically evaluating the work

- Make sure to, look at things in different perspectives

Two cases adopted in our college are:

CASE 1: Drama and Art in Education

Dramatic Arts education is an important means of stimulating creativity. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts and dreams that might not otherwise have means to express. A student can, if only for a few moments become another and explore a new role, try out and experiment with various personal choices and solutions to very real problems, problems from their own life, or problems faced by other people. Hence, Dramatics play an important role in imbibing creativity, innovativeness etc among the students.

Objectives of Drama in Education

- To integrate drama and art in the school curriculum
- Enabling learners to develop their aesthetic sensibilities and using drama and art in creative expression
- Enabling learners to perceive life skills such as the social and environmental issues through drama and art.
- To motivate learners to become critical thinkers.
- To accelerate communication skills.
- To engage creative collaboration and teamwork.
- To bring about creative expression through reconstructing and restructuring the given concept.
- To develop innovative ideas using waste products.
- To analyze festival performances of India.

To attain the above objectives several activities are organized and conducted in the college.

- Warm up Exercises: So that they will be flexible in order to adapt the theatrical movements, gestures and postures.
- Vocal Exercises were conducted for delivery of dialogue and for preparation for theatre music

- Enacting a phrase

- Performing street plays/ awareness skits: Workshop on street play wherein student teachers learn, prepare script and perform street plays on various educational, social and environmental concern like Pollution, Girl child abortion, Swachh Bharat Abhiyan, Election awareness etc.

- Developing a song, play and drama on curriculum.
- Demonstrations on the various forms of drama and art.
- Workshop on developing masks and puppets to teach the school subjects.

Thus, the dramatic skills, techniques are adopted while teaching Social Science issues related to environment, language teaching to make it more effective and creative.

CASE 2: Teaching Learning Materials / Web Resources

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 games, videos, flashcards, project supplies, and more.

Objectives:

- To facilitate a holistic environment.
- To make learning joyful and meaningful.
- To prepare low cost TLM using locally available materials.
- To involve students in designing and development of TLM.
- To explore the web for finding teaching learning materials
- To illustrate the teaching points clearly by play way method.

Keeping the above said objectives, meticulous planning is systematically done to provide a better learning experience to students by enabling them to create TLM's and web resources. Students of each methodology prepare teaching learning materials for VIII to X standard classes like models, drama, storyboards, language games, puzzles, projects, videos; very creatively . They also collect resources like clippings, short videos from the internet and use it along with power point during their presentation and practice teaching.

Students are divided into groups, they put together their ideas and innovatively construct working models to teach subjects like Physical science, Life Science and Mathematics. Working in groups helps them to cooperate, coordinate, collaborate & empathize with the slow learners and complement them in constructing teaching learning material. 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, phyisics etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**

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

Response: A. Any 8 or more of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

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

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

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

Orientation to school principal/ teacher:

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

1. To create a climate where even the slow, timid are encouraged to work.
2. Develop a sense of confidence and security among the interns.
3. To provide facilities that is available in the school and guidance from the school faculty.
4. To provide appropriate counseling.
5. To help out the interns in storing out problems involving human relations.

Orientation to students going for internship:

The intern assumes the dual role of a student and a teacher. The intern is expected to display high standards of personal conduct, academic and technical understanding of content and pedagogy, oral and written skills of communication and professional ethics. As an intern he/ she is expected to be a diligent worker and to maintain a professional relationship with students, the mentor and other faculty members of the institution.

The intern is informed to follow, the below given instructions:

1. Be regular and punctual to the assigned school. In case, of emergency, call the coordinator or the principal by the designated time established by the school.
2. Maintain the dress code as professionals.
3. Submit all lesson plans to the mentor / subject teacher before teaching.
4. Make sure that your classes are observed and to collect the feedback from the mentor.
5. Reflective practice is needed and a desire to improve one's own teaching experience.
6. Involve themselves in different activities of the school including remedial teaching, action research, functions/ programs in the school etc.

Role of the teacher's of the institution and assessing the students performance:

The teacher exerts a greater influence over the intern's attitudes and practices and also provides an environment that is favorable to success and to the development. Make sure that all the facilities are provided to the interns and that the interns participate in all the activities of the school such as PTA meetings, co-curricular activities, tests and examinations.

During the internship, the teacher educators / mentors provide a positive feedback to the interns based on the criteria of evaluation as seen lesson plan books after observing the class. Along with this, there is a chance for peer feedback also wherein the peers give the feedback to the interns.

Exposure to variety of school set ups:

The students are already exposed to diverse school set ups by visiting to different schools in their II semester such as the special schools, Government schools, aided schools etc. The students or the interns are trained in a way where they can cope with any environmental condition of the internship school and use the assets accessible in the school for their classes.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 7.92

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

Response: 12

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**

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

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

1) Institution adopts effective monitoring mechanisms during internship program.

The internship program is an integral part of B.Ed. Programme where they implement their theoretical knowledge and skills acquired during pre-internship phase under supervised condition. They are constantly monitored by head of the institution, subject experts, Method teachers and other faculty members who are scheduled for supervision. Supervision schedule for faculty members are prepared well in advance. They go to schools on rotation basis, observe the classes and feedback is given every day. Written feedback and verbal feedback and suggestion will be given for improvement. Effective monitoring during internship program is mandatory and helps the students to be proficient in skills and competencies.

The monitoring is done by giving regular and positive feedback to the students to improve the content/ knowledge and enhance professional capacities such as integrating ICT and drama in pedagogy. Lesson plans are to be approved prior to the class by method teachers. Apart from curricular aspect, monitoring of interns in extracurricular activities is done. Guiding the intern in making the class activities more lively and innovative by adopting modern teaching learning materials is systematically done. Guidance is appropriately given about the assessment or evaluation carried out during the classes and the effective use of black board in the class.

During the internship the lesson plan of the interns will be monitoring by the subject/methodology teacher of the school and the suggestions will be given.

Mentor teacher:- The school teachers observe the lessons taken up by the interns and provide the feedback

or monitor the teacher trainees individually and also support/help them and guide them in taking the teaching aids.

Peers: The peer groups have to observe at least 3-4 classes of the interns in a day and as per the criteria feedback has to be written in the observation book and give suggestions to the peer mate.

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

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	
Data as per Data Template	

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

Response: 25

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

Response: 4

File Description	Document
Data as per Data Template	
Certificates of Doctoral Degree (Ph.D) of the faculty	

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

Response: 8.56

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

Response: 137

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

In our college Teachers' professional growth is always considered as an important strategy for supporting the students who need to be prepared with complex skills for further education and to accomplish in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication, collaboration and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development is a key to teachers learning and refining the strategies required for teaching the pedagogy skills & strengthen their self-esteem.

1. In house discussion on current development and issues in education takes place by the following ways:

- Every day knowledge sharing is done by each staff member for about 2-5 minutes before the general assembly. Where in the teachers not only update themself but also to their colleagues by sharing the current issues, discoveries, amazing facts and so on.
- Webinars are conducted on current issues such as 'Gender sensitization', 'Geographical Information System', 'Climate change and role of oceans' etc.
- Workshops were held for up-gradation of teachers' in order to carry out the online classes in a systematic manner and to bring about quality education by using different web tools, such as 'Digital Platform for teaching and Learning Process', 'Research Methodology' and so on.

1. Share information with colleagues and with other institutions on policies and regulations

- Webinar was conducted based on the policies about 'Gender equality and gender sensitization' on 18th August 2020.
- Sharing ideas about the LAC activities was done to Ayesha Nikhat, Maulana Azad B.Ed College, Mysore.
- Guided the B.Ed colleges regarding NAAC documentation.
- Guided the St. Joseph's first grade degree college regarding NAAC documentation.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

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

Response:

St. Joseph's College of Education, Mysuru, follows the guidelines of University of Mysore, Karnataka for both internal and external assessment. B.Ed course consists of four semesters and each semester has two components for evaluation: Internal Assessment and External Assessment incorporating the Modalities of Transaction and Assessment (MOTA).

Institution has a continuous internal evaluation system where two tests (C1and C2) are conducted along with one assignment and one tutorial per course per semester for 20 marks each which are considered for internal assessment marks. The two tests are in the pattern of Mysore University Examination. Dates and portions for the internal tests are communicated to the students before the commencement of the semester and are strictly adhered to. Results of these internal tests will be given within a week after the test. After completing all the tests, the question paper will be discussed in the class, with the scheme. Grievances, if any, will be attended immediately. Internal marks are calculated as per the University directives. Students cross check their internal marks and countersign it, before being forwarded to the University. The examination is conducted in the examination hall and it is equipped with CCTV.

Slow learners are permitted to improve their marks by redoing the micro teaching or communication, if they have scored less. They can also appear for retest in case of low marks in internal theory exam.

The college also follows a particular criteria for the internal college evaluation system, such as

Tutorials: Tutorials are conducted for all the students in the classroom based on the topics assigned by the subject teacher. The skills such as communication skill, presentation, time management and content knowledge are the different criteria followed to evaluate the students.

Simulations: The simulations are of two types namely ICT based simulation and Non-ICT simulation. Each student of 1st year has to do both ICT and Non-ICT simulation based on the topics they have selected in their respective pedagogy courses.

Assignments: Students are assigned the current topics by the subject teacher. Students writing skills, vocabulary skills, general awareness, content knowledge etc. are evaluated through the assignment.

Computer / ICT Practical: It is mandatory for the I semester and II semester to conduct the practical exam, in accordance with the prescribed syllabus. Along with practical, a viva-voce will also be conducted on the same day.

Craft work / Work Experience: It includes all the tasks with a major component of hands on experience that is used as a complement to theory (Art and Drama). It promotes creativity and innovative skills among the students along with team work skills.

Internship and immersion: It is the period during fourth semester where the students visits the schools regularly for 50 working days and undertakes the defined activities under the supervision of a guide/

mentor. The assessment will be based on the performance of the student teacher.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The principal of the college has appointed a committee to function as Grievance Redressal Cell. The cell consists of at least 4 members from various methodologies of the college. A senior teacher will act as the coordinator. The Committee has a tenure of two academic years.
Functions:
To make all necessary arrangements for receiving representations/ complaints/ grievances from students

relating to examination and evaluation.

- To examine the grievances.
- To make necessary recommendations to the Principal.
- To hand over the grievances related to examination and evaluation.
- To take suitable action to overcome the grievance or solve it.

During the orientation programme, the Principal and teacher incharge brief the students about the examination-evaluation system and how the CLOs and PLOs can be attained. The college conducts tutorial, home assignment, tests, presentations, group discussion, etc. to assess the performance of students. The college exam committee executes its internal exams in a meticulous manner. New terms and marking system of CGPA and CBCS pattern is elaborated to the students.

All exam related grievances are addressed by the committee where the Principal is the chairperson. However, internal supervisors are deputed for smooth conduction of the exams. If any grievance occurs, he/she needs to apply to the exam committee. At the initial level, the committee discusses with the concerned teacher and solves issues at this primary level. Generally there is a zero tolerance policy for the malpractices conducted by the students. Since it is an internal evaluation, students cooperate in a very positive manner and up to this stage; no such serious grievance is raised in the college. Each teacher prepares a question paper by keeping in mind the rules of the UoM and academic integrity.

The institutional reforms in the continuous evaluation system are related to create interest for the study and to make the students more familiar with the university examination pattern. The institutional measures used for the evaluation are to direct and lead the students confidently towards university examination. Hence there is very little scope for grievances regarding evaluation. The students have the freedom to use the suggestion box to put in the note of query/instruction which is considered for internal examination reform.

The C1 and C2 answer books are shown to the student on a scheduled day after assessment. The students go through the answer books and know their performance regarding strength and lacunas of their studies and techniques in writing answers. If there are any mistakes or complaints regarding assessment, they clarify on the very day. All the mechanisms to deal with examination related grievances are transparent, time bounded and efficient. Mentor Mentee Scheme also helps students to pause before going to the exam committee with any grievance. It has also reduced stress and anxiety of the students.

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

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

Response:

- The institute prepares the academic calendar keeping in accordance with the rules and regulations based on the University of Mysore and the calendar given by UoM.
- The calendar is completely monitored by the Principal, CEO and IQAC coordinator of the institution. They ensure that it is followed by the entire faculty and the students of the institution.
- The academic calendar is prepared well in advance prior to the commencement of the academic year. The calendar summarizes the academic schedule for the upcoming year, tentative schedule of internal and external examination, exam rules and regulations etc.
- The calendar includes the dates of the internal assessments, submission of the assignments, tutorial/ seminars, simulations and microteaching dates etc. It also incorporates all the government and public holidays.
- The teacher in charge of the timetable prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is displayed on the notice boards.
- First Internal Exam C1 is conducted after completion of 2 units. In the academic calendar it is reflected and C2 is conducted after 4 units are completed. C1 comprises one assignment and first test from each course and C2 comprises a tutorial / seminar and second test.
- The performance of the students is assessed on a continuous basis by conducting internal exams as per the UOM per semester. The tentative schedule of the CIE is included in the college handbook and is distributed to the students at the beginning of every year.
- Display of marks for all the four semesters such as the credits, passing standards and assessment pattern are also as per the plan given in the calendar.
- The institute follows the academic calendar promptly and if there is any change by the university in the dates, the institution schedules the same according to it.
- Month wise activity plan of the college for the complete academic year is given in detail.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

The B.Ed course is a professional course designed with specific predetermined outcomes. This program is designed to develop administration skills, the theoretical mind of students with skill merged via extensive practice of problem solving through case studies, role plays, simulations and presentation. Ultimate objective is to transform the student as a professional required for the teaching field.

The different activities that are aligned with PLOs and CLOs are as follows:

- All the PLOs and the CLOs have been prepared meticulously by discussing with all stakeholders and are displayed on the college website, handbook and on the charts in their respective classes.
- Teachers' induction programmes are conducted to map the learning outcomes and how to attain it.
- For students, through orientation programmes, classroom discussion, expert lectures and practicals (Internship and block teaching), all these outcomes are shared with the students.
- The college deputes teachers for workshops, seminars, conferences and FDPs to enrich them with competencies to attain the desirable outcomes while teaching-learning in the classes.

Course Learning Outcome (CLOs)

- While implementing the EPC and EWF courses by the activities such as- communication skill, paper presentations/ seminars, microteaching, simulations, organizing of various events in the college(Talents day, teachers day, matrubhasha divas, national festivals and so on) visits to different schools (Govt, aided, unaided, residential, special etc)and to offices (BEO, DIET)etc. the CLOs are attained.
- The attainment of CLOs of the program are evaluated through continuous evaluation which is classified as C1& C2. C1 consists of a Test and an Assignment of 5 marks each whereas C2 consists of Test 2 and Tutorial 5 Marks each.
- At the end of the semester, a feedback is taken from the students regarding the attainment of CLOs

Program Learning Outcome (PLOs)

- The PLOs facilitate a clear understanding about the program expectations and also support the process of learning. The PLOs also present a clear picture of employability, skill development and content of the course.
- Further the outcomes help to understand the various critical issues pertaining to gender, environment, values and professional ethics.
- TET coaching is arranged for all the students pertaining to their professional growth.
- The college organizes career counseling lectures and capability enhancement programmes to effectively communicate the learning objectives and expected outcomes.
- Teacher placement cell organizes campus selection for all the students.
- Feedback is collected from passing out students as a parameter for analyzing the CLOs attainment. The CLO attainment further adds to the PLO attainment.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	93	75	78	75

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

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

Response:

The progressive performance of students depends on the inputs gained in the form of content knowledge, process and product skills and work habits that are needed for the integral part of the learning and an opportunity to adopt various competencies to assess the quality of performance in the students.

1. **Content knowledge** criterion is used to evaluate the mastery of a student's knowledge and understanding of facts, concepts and principles. Effective use of elements of the content and the plan in organizing the classes. Students also master the content regarding principles of teaching, determining what to teach, technology of teaching learning and integrating ICT skills, psychology (when and how of teaching) and various systems of education and various acts and rights related to education.

2. **Process** criterion is used to evaluate the proficiency level of performance of a skill or process, the eminence of development of unique ideas as well as the effectiveness in the selection and execution of the methods and procedures used in a task. It will be assessed through various activities conducted during workshops, internship and immersion programmes etc.

3. **Originality/Creativity** criterion is used to evaluate the overall quality and craftsmanship of a product or performance. How creatively student teachers can engage class, deliver content, make class interesting and inculcate creative and innovative teaching learning aids.

4. **Impact**/ Feedback criterion is used to evaluate the overall results or effects of the performance given its rationale and the feedback given by the internship schools. Feedback from supervisors enables students to reflect on their own performance and excel.

5. **Leadership** skills to imbibe the qualities and characteristics of a good leader such as – Integrity, communication, self-awareness, gratitude, learning ability, empathy and so on. Through 'Community Living Camps', organisation of various club activities and various co-curricular activities leadership skills can be developed and assessed.

6. **ICT Skills** in use of media tools, techniques and emerging trends in today's education system like blended learning, flipped learning etc. Students employ ICT skills during seminar, tutorials, LAC activities, microteaching and simulation lesson delivery. The use of LMS such as Google classroom and creating YouTube videos and quizzes through Google forms etc can be developed and assessed in the students through lab activities and practical exams and Viva. Students are taught ICT Basics in the first semester and ICT Applications in the second semester.

7. **Values and Attitude should** be exhibited implicitly and explicitly. Values connote standards, code of ethics and strong beliefs. They also include the following- open mindedness, fairness and impartiality, sincerity and honesty, patience, enthusiasm and so on. Punctuality in submitting assignments and regularity in college and other related works. These values are inculcated through and used while practice teaching and for conducting various activities.

Curricular and co-curricular activities are conducted during the four semesters. These are evaluated through activities and personality development activities. Organising various club activities such as Mathematics Club, Science Club, Eco Club, English Language Club, Kannada Literary Club and different events such as Talents day, Jo-fiesta etc that enhances the students performance not only academically but also professionally

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 95

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

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

Response:

In adherence to the core values of the institution, the teaching learning activities in our institution not only caters to the needs of academic excellence but also focuses on the holistic development of the students. The different activities undertaken to cater the needs of the students are as follows:

*To develop communication skills by conducting:

  1.Communication skill workshop

  2.Learning across Curriculum (LAC) activities

  3.Reading and reflection activities

        To motivate the students to take up the above tasks that would enable them to exhibit their skills in various areas such as pedagogy drama, paper presentations, simulations etc. Through these activities the learning needs in language competencies are addressed and assessed.

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

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

*To provide sensible feedback to students, which they can integrate into their learning process. As feedback is most effective when it is timely, it is tied to criteria regarding expectations, and includes specific suggestions for how to improve future performance and meet learning goals.

*To promote peer tutoring and mentoring of students in order to bring out the best and to root out the hindrance such as stage fear, anxiety etc. and enable the students to perform productively.

 *To motivate the students to increase their effort and achievement. The marks obtained in the internal assessment are often conceived as rewards for having performed successfully and also to encourage the students to perform better.

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

* All regional, national and international days of importance and celebrations are obeserved through various clubs and association activities.

 In short, the components of assessment involve cognitive, affective and psychomotor domain of students through various continuous evaluation techniques like observation, rating, demonstrative performance and written exams.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document]()
Institutional policy document detailing scheme of incentives	[View Document]()
Documentary proof for each of the claims	[View Document]()
Data as per Data Template	[View Document]()
Any additional information	[View Document]()
Link for additional information	[View Document]()

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document]()
Documentary evidences in support of the claims for each effort	[View Document]()
Link for additional information	[View Document]()

3.2 Research Publications

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

Response: 1.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	7	4	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	
E-copies of outer jacket/content page of the journals in which articles are published	
Data as per Data Template	
Link for additional information	

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

Response: 0.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	5	1	4

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	
Data as per Data Template	
Link for additional information	

3.3 Outreach Activities

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

Response: 2.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	2	3	2

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

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

Response: 70.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	150	115	202	132

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

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

Response: 48.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
130	100	70	48	70

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

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

St. Joseph's College of Education tries to actively participate in outreach activities in the community. The main objective of organizing outreach activities is to sensitize students to social issues. Every year during our community living camp we organise Street plays in the nearby villages, where the camp is organised. Street plays on Beti Bachao-Beti padhao, Make in India-Made in India, Save Water Save life, Female foeticide, Superstitions, Save forest, Save the land and Importance of Girl child Education etc..
On account of Women's Day, a documentary presentation competition was organised. Students prepared documentary by collecting information and by interviewing the people from the public and presented the documentary. The topic were sexual harassment, in equality, multitasking of women etc.
Swachh Bharat awareness was organised: Experts from the MCC came over to our campus and helped students to download the app and motivated them to participate in the clean city competition and to share the information among their family and friends.

On account of our Golden Jubilee Celebration, we had planned for various activities based on SDG (Sustainable Development Goals) put forth by UNO, due to covid-19 we could not go on as scheduled. But still we were able organise two webinars 1.Gender sensitization and Social Justice in collaboration with Saint Thomas College of Education, Pala, Kerala. 2. Climate change- Role of oceans in collaboration, with SNM Training College, Moothakunnam, Kerala

In connection with National Science Day, a paper presentation competition was organised for the B.Ed. trainees of various B.Ed colleges. During the year 2019, when Kodagu was hit with the worst floods and landslides, the staff and students collected items which would be useful to the flood affected people and sent them across.

Due to the pandemic, staff and students collaborated with ODP (organisation for the Development of the Poor) in packing food items and sending it to the needy of remote areas of the Diocese of Mysore.

To create awareness about the pandemic, the students created a COVID Awareness video and it was uploaded on YouTube.

Every year it has become a practice to take up topics that create awareness and sensitize the students of class 8 and 9th on the social issues through innovative lessons during their practice teaching classes. Topics such as Child marriage, Female foeticide, Dowry harassment, Child labour etc were taken up for discussion in their regular classes using innovative methods.

During practice teaching, some students who were in Brindavan School took part in the Swachh Bharat Street rally.

Students here planned for an eco- sustainability drive by the disposal of waste: Plastic and use and throw pens were collected by placing cartons at different points and students and staff dropped the used pens there after the MCC authorities were informed to collect it every two months .

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the

last five years

Response: 66.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	212	12	0	0

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 5

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

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

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

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

6.Rehabilitation Clinics

7.Linkages with general colleges

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

St. 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 college has a beautiful garden and lawn on both sides.

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 with modern technology. 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 canteen supplies quality foodstuffs at subsidized rates. Balanced, well planned and hygienically prepared lunch and dishes are served to the day-scholars. One bore well and 3 storage tanks ensure the availability of water and the water tanks are periodically cleaned. The college has installed a 62.5 KVA Kirloskar generator with automatic Panel Board to maintain the power supply all the time. College has separate washrooms and restrooms for male and female students. Twenty-four hours security is available in the campus and CCTV is installed in all the rooms for the safety of students and a well-constructed compound wall.

CLASSROOMS CUM CURRICULUM LABORATORIES

Methodology classrooms cum Curriculum laboratories of the college are equipped with a lot of audio-visual aids such as LCD Projector, Globes, Charts, Maps, Models, Tape Recorder and many other equipment to train the pupil-teachers with basic teaching skills. All the classrooms are equipped with surveillance cameras for the smooth conduct of examinations and for monitoring the students.

COMPUTER LAB

The College has a well-equipped computer lab consisting of 40 computers with good Internet facilities for students to upgrade their knowledge from time to time. The whole College campus is Wi-Fi enabled and provides Wi-Fi facility with 300 Mbps Bandwidth. By using this facility, students continuously interact with the faculty. Online testing, submissions and courseware exchanges regularly take place.

LABORATORIES

Our College has well equipped laboratories to foster skills among our would-be teachers. Physics, Chemistry, Biology, Psychology and Language laboratories provide opportunities to equip student teachers with relevant process skills.

SPORTS FACILITIES

For play, the college has indoor and outdoor facilities. The college has specific sports rooms well equipped with sports material and facilities for indoor games. The college also has the following play areas in its campus.

Volleyball, Kabaddi, Kho-Kho, Badminton, Basketball and Table-Tennis.

SEMINAR / MULTIPURPOSE HALLS

Our college has 1 Multipurpose & 1 Seminars Hall for organising morning assembly, extension lectures, seminars and cultural activities. Most of the literary and cultural activities are organised at this place.

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

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

Response: 100

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

Response: 09

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

Response: 09

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 8.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.60	1.24	1.37	2.21	18.28

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

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Library forms the backbone of any institution for all its educational and curricular activities. The students are encouraged to avail the library facilities in their day-to-day college activity. Our library is spacious with a carpet area of 189.23 sq. mts. and has a wide repository of books, journals, periodicals, newspapers, CDs, rare books, e-resources, bound volumes of journals, previous years' question papers, newspaper clippings, government pamphlets, etc.. The library advisory committee consists of members such as the Principal, 1 management representative and 5 faculty members. All the library acquisition decisions are taken by the committee which holds meetings once in six months to discuss the latest acquisitions of books based on requirements. A suggestion box is kept to invite further suggestions from students and teachers.

The library is fully automated. **E-Lib Software**: - library management software is used for all library operations.

- The institution library has computers with Internet facility.
- It is installed with CCTV inside and around the library,
- The staff and students come to know about the new arrivals which are displayed.

OPAC : Online Public Access Catalog

This facility is being provided to our students, remotely and also locally. This helps the student in scanning the library catalog. It helps in browsing the collection and locating the needed resource in the library. It serves as the electronic tool to search library resources. It is a portal to resources. The OPAC search may be for books and journals, etc. Resources could be searched under fields like Title of the Book, Author, subject, Accession No., Keywords, DDC subject etc., and journals may be searched under fields: Journal title, Subjects and Content.

This system helps the library user in understanding the library collection and accessing it efficiently.

The library has an Internet facility. There are 11 computers out of which 5 are for teachers and students, 2 are at the OPAC section for students' use and four for library work.

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

The institution does make use of the Inflibnet facility for the staff and students. The Library has subscribed to the N-List Program (INFLIBNET). Hence, students and the teachers are eligible to avail the e-resources – (about 6000 + e-journals and about 31,35,000 + e-books)

We have been a member of the N-List program since 2013. At present N-list Programme provides more than 6000 + e-journals (with 10 years) and 97,000 + books. The students and staff of the member organization can access the resources using their User ID and Password provided to them by the admin. This facility is available for a duration of one year. The membership has to be renewed every year during the month of March to access the resources.

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

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

Response:

Students and teachers have access to the INFLIBNET facilities both in the campus as well as remote. More than 6000+ e-books and e-journals can be acessed to the enhance the teaching-learning process and to better equip them with required knowledge and skills.

Facilities available in the library

Fully Functional Library, services can be availed from 9:00 AM to 5:00 PM. Students provided with unique ID card bearing borrower's ID. The Library has institutional membership of Information and Library Network Centre (INFLIBNET).
All books are bar-coded and it is automated (OPAC). Two qualified librarians and support staff are available at all times to facilitate smooth functioning of academic activites.
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.

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

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

Response: A. Any 4 or more of the above

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

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

Response: 0.33

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five**

years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.26	0.26	0.33	0.46	0.33

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

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

Response: 11.7

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

Response: 538

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

Response: 628

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

Response: 481

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

Response: 358

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

Response: 370

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

    1.**Relevant educational documents are obtained on a regular basis**
    2.**Documents are made available from other libraries on loan**
    3.**Documents are obtained as and when teachers recommend**
    4.**Documents are obtained as gifts to College**

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Education is a lifelong process therefore anytime anywhere access to it is needed. It should meet the needs of a variety of learners and therefore Computer Lab is important in meeting this need. Keeping this in view, to impart best technological information to the students, the college has good conditioned, well equipped computer lab & Library consisting of 48 computers with Internet facility for students to upgrade their knowledge from time to time.

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 December 2021 with a bandwidth of 300 Mbps speed where students can make use of the Internet connection, browse the web for educational purposes. Wi-Fi is also connected to the staffroom where faculty make use of it for academic purposes and LAN cable is connected to the Principal's Room and to the office room. 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)

Students make use of these facilities for online test and submission of academic materials, 8 methodology classrooms cum curriculum labs of the college are equipped with a variety of audio-visual teaching aids such as LCD Projector. During the covid-19 pandemic time, for conducting online test and online classes, the College has purchased 3 external cameras and speakers. Our college conducts Online classes as per the instructions by the University of Mysore for 1st and 2nd year students using Google Meet. Students actively participate in the online classes and make use of the lecture during the Covid-19 pandemic situation. The college has a G-suite account and created user ID for faculty members for the smooth conduct of online classes and assignment submission.

The college has a well developed system for providing IT facilities to the users. Some of the facilities are as under:

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

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

3. The whole campus of the college has Wi-Fi facility with a speed of 300 mbps.

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

 5. The institute has software installed in Computer Lab and Library (OPAC)

6. The teachers use Internet for providing notes to the students wherever required and necessary

7. Maintenance and up-gradation is done from time to time.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Link for additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

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

4.3.3 Internet bandwidth available in the institution

Response: 300

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

22-03-2022 09:56:29

4.4 Maintenance of Campus and Infrastructure

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

Response: 10.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.79	3.83	4.16	14.50	5.36

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

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.

Laboratories

Proper maintenance is done for successful use of lab equipment.

- A lab assistant maintains the lab apparatus, cleans up the lab every day
- The lab assistant maintains an issue register
- Students enter details of the required lab items / apparatus for use during practice teaching in the issue register maintained by the staff in-charge
- Fire safety equipments are set up at the lab
- Hand washing sinks are washed thoroughly
- Hand wash, disinfectant soaps and towels are kept within reach.
- Daily glassware cleaning and broken glass is thrown in a separate rubbish bin
- Stock verification is done regularly at the end of the academic year.
- Inventory maintenance and timely disposal of expired items

Library

- Every year in the beginning of the session, students are motivated to register themselves in the library to use INFLIBNET.
- Students are given an opportunity to utilize the books during the exams by paying cost of the book which will be returned after they return the books.
- Students can take 2 books at a time and should return them within 15 days to the library and can take new books.

Sports Facilities

The Department of Physical Education monitors the maintenance of sports equipment and service of sports facilities at least once a year.

Computer Lab

All the systems in the lab are monitored on time and are maintained by installing or updating the antivirus from time to time. The operating system and softwares are also updated.

Classrooms

The classrooms are modernized with LCD. Maintenance of the classrooms including furniture, doors, windows and routine cleaning is conducted.

Suggestion Box

Suggestion box is installed outside the Staffroom to take students' suggestion. Their continuous feedback helps a lot in introducing new ideas regarding Physical facility, library enrichment, etc.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

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

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

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

Response: A. All of the above

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

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 42.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	45	37	45	33

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

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 20

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 19

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

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

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

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 23.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	19	29	33	6

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

5.3 Student Participation and Activities

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

Response:

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

Our college has a Student Council which consists of different committees and our students are actively taking part in each and every activity. Student council has a Chairman, Secretary, Joint Secretary and Class

Representatives. This year our student council was inaugurated by the Alumni member Dr. Venkatesh KAS.

Class Representatives of Student Council take care of collecting all the documents for scholarships from other students and submitting them. Our college has different committees/ bodies which consists of faculty and student members, that conducts different programs.

The committees are as follows:

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

The Discipline Committee:

      The Discipline Committee members take care of the maintenance of the discipline in the college premises. Students in this committee make sure that all the students come to the college on time and make a note of the latecomers in the latecomers book. Actions will be taken to the students who come late continuously without any valid reason. Discipline committee also takes care of the code of conduct in the college such as regularity in wearing uniforms, maintaining neatness. Those who don't maintain the discipline, a fine amount of Rs. 10 will be collected from the students which will be used for charitable activities.

Magazine Committee:

      Magazine committee is responsible for the release of the college magazine "MILESTONE" every year. Members of the Magazine Committees will collect various forms of writings for the Magazine such as poems, images, stories, Interesting facts, science related facts, jokes, quiz, puzzles etc., from the students. For this academic year, because of Covid-19 pandemic online activities/ competitions were conducted for the magazine such as, lockdown clicks (photos) and Our image Your focus [picture comprehension].

Cultural Committee:

      Students under this cultural committee take care of all the cultural activities conducted in the college. They organize competitions to explore the hidden talents of the students.

Sports Committee:

The sports committee takes care of the sports activities/ competitions conducted during the academic year. They organize indoor and outdoor sports activities.

Technical Committee:

The technical committee looks after the technical aspects of the college including proper operation and repairs/replacement of the microphones and speaker systems, the computers, projectors and other equipments of all classrooms and the multipurpose hall. The committee has a leader (preferably from the

second year) and a deputy leader to assist in this regard.

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

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 27.6

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
36	12	32	35	23

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

5.4 Alumni Engagement

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

Response:

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 are as follows:

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 function 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	Document
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Any additional link	[View Document](#)

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

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

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

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

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

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.

We have organized special talks by our experienced alumni. Mrs. Joyce Lobo (1981-82 batch), the CEO of St. Joseph's Institutions in the campus gave an inspiring talk on "Conflict management". The present batch of students participated and clarified their doubts. Mrs. Radha Kanakasri, a high school teacher, alumni of our college (2012 batch) was the chief guest for our Science Day Valedictory function. She motivated the students and spoke about keeping updated with knowledge and methodology of teaching and

the importance of Science.

Dr. Venkatesh N, Deputy Commissioner and Alumni of our college (1983-84 batch) was invited for the inauguration of the Students Council in our College. He shared his experience in our college and how he was inspired to take up higher studies, pursue KES. He also advised the students to take up such examinations.

Some students are identified and absorbed by the management after the course, and provided an opportunity to become part of that school.

Hence the alumni play a key role in motivating and nurturing the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Motto

"LOVE, LOYALTY AND SERVICE"

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 institution is focussed on its objectives as follows:

Ojectives:

- To impart relevant knowledge concerning foundation and methodology courses.
- To promote mastery over the required content.
- To impart the teaching skills and strategies to transfer the given content.
- To innovate and experiment with classroom practices.
- To boost confidence and abilities to plan and organize school-related/community-based programmes and activities.
- To develop a professional attitude.
- To help demonstrate the commitment to Christian values such as loyalty, love, service, equality and excellence.
- To sensitize on issues of ecology and the environment.
- To open-mindedness to acquire related competencies to meet global trends and demands.
- To promote responsibility towards scope and dimensions of socially/ economically disadvantaged sections of the society especially in rural areas.
- To extend assistance in respect of employment and placement services.
- To create leaders in all walks of life and thus be agents of change in our society by breaking the fetters of all social evils for the betterment of the people of our country and a better world.

The Management-The Mysore Diocesan Education Society has 75 years of experience in working towards bringing about improvements in education with the overarching aim of effecting positive changes in society. The college practices a culture of participative management where decisions are made with every stakeholder on board.

Members of the teaching faculty are accomplished academicians consisting of President, Secretary, Principal and teachers who act as agents of social transformation by sharing the college's humanistic values and having strong work ethics and passion for their respective domains. Their proven ability to build caring relationships with students ensures mutual respect. The support staff is an asset and a valuable human resource.

Staff meetings are held regularly and consent of all faculty members are sought in all the activities which aim at realizing the vision and mission of the college. Students and office staff join hands with the Principal and faculty for the execution of different academic, administrative, extension related, co- and extracurricular activities. Student Council members take part in organising various events to inculcate cultural, humanist and constitutional values like festivals, Teachers' Day etc., Student committees take responsibility for organizing community living camp, sports meet which develops civic sense, team spirit and professional competence. 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	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. The Secretary of the management committee, The Principal, teaching and non-teaching faculty along with student union members, class student representatives together concentrate on fostering the progress of the institution by sharing the responsibilities and participating in the growth of the institution and act accordingly towards the aims and objectives of the Institution.

1. **Principal Level**

Principal is the member secretary of the governing council and chairperson of the IQAC. The Principal in consultation with the Staff secretary and faculty nominates different committees for planning and implementation of different academic, student administration and related policies. All academic and operational policies are based on the unanimous decision of the governing body, the IQAC and the faculty of the college. Committees such as Internal Quality Assurance Cell (IQAC), Library Management Committee, Discipline committee, Academic Calendar committee, Evaluation committee Extension Activities & Students Welfare Committee, Annual Prize Distribution Committee, Prospectus Committee, Research committee, Website Development committee, College Annual Magazine Committee etc., work together for materialising the vision of the institution under the leadership of the Principal

1. **Faculty level**

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

1. **Students Level**

For the development of students, a student council is established with various cells, clubs and committees whose functioning with various roles and responsibilities at these clubs, cells and committees reinforces decentralization and provide a platform for individuals to sharpen & display their skills with future vision, keeping in view the all-round development of students.

The Student council with due guidance from faculties, manage various responsibilities through sports, magazine, discipline, technical & cultural committee along with cells like equal opportunity cell, anti-ragging cell, women grievance cell, grievance redressal cell that operates for a safe discomfort less functioning awareness rich learning experience.

The electoral literacy, youth red-cross, mathematics, science, eco, social science and Language clubs are initiated with a multitude of activities/events organized for an out-reach experience and a better social exposure .

1. **Non-Teaching Staff Level**

Non-teaching staff also represent the governing body and the IQAC. Suggestions of non-teaching staff are considered while framing policies or taking decisions and interacting with external agencies in transacting commodities.

Participative Management: The institution promotes the culture of participative management at the strategic level, functional level and operational level.

1. **Strategic level:** The Secretary, Principal, Governing Body, Teachers' and the IQAC are involved in defining policies & procedures, framing guidelines, rules & regulations for the institution.
2. **Functional level:** Principal and faculty members are involved in planning various events, supporting and distributing responsibilities through sub-committee as per the plan of the event coordinator.

3. **Operational level:** The Principal and faculty members interact with government offices, external agencies & faculty members of other concerned educational departments to maintain interactions with the affiliating university.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. To ensure good governance, transparency and accountability, the vision, mission, and goals are clearly defined at all levels.

Financial Transparency: The Institutional mechanism for monitoring the effective and efficient use of financial resources is by the Finance Committee/Administrative staff. All important administrative matters of the college, finalized monthly budget proposals and list of events planned are presented before the management for approvals and is discussed at the beginning of every semester.

The budget proposed and utilized is reviewed after every purpose mentioned in the proposal via bills and documents if any. Actual day-to-day financial transactions are tracked by the administrative staff for approvals and transactions.

Academic Transparency: The regulations, syllabus, and curriculum are uploaded on the college website. The rules and regulations are made clear in the Students Handbook which is available online and is circulated among students. All the current events, including admission, examinations, circulars, events, time-tables, workshops, training programs, campus drive information is posted on the college website as well as the college notice board. They are circulated among the staff and students. The admission process is transparent and well organized as per the norms laid down by University of Mysore and Government of Karnataka. The process is widely publicized by putting it on the college website and also by one-to-one counselling on campus who seek information regarding admission.

The evaluated scripts of examinations, assignments, tutorials, tests of perspective, pedagogy, EPC and EWF courses are verified by the students and feedback is given by the faculty. Student's signatures are obtained on all the records right next to the marks secured and to ensure transparency.

Attendance register hard copy is maintained by the staff in-charge for all the students apart from the LMS based attendance This helps to improve the quality academic process and an increase in accountability of auxiliary functions.

Regular Faculty Meetings, Institutional IQAC, Student council Meetings, Governing council meetings and Curriculum planning meetings are conducted. Monitoring Academics and Assessment Committee from the university will scrutinise the quality check every semester.

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

Admissions are made purely on merit. The seats of management quota are admitted by considering merit and the socio-economic status of the candidate. A special fee concession is provided based on their regularity, punctuality and their performance in the first semester. Periodic review meetings at various levels are conducted to ensure transparency, accountability and corrective measures.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The vision and mission of the college reveal the quality policy of the institution. These are attained through discussions at various levels. The thought was shared among the stakeholders and reviewed by an expert committee such as the Governing council, the Governing Body consisting of academic experts, financial experts, Management and the Principal along with the staff.

On the commencement of each academic year, an Annual plan is formulated through a calendar of events in the handbook as planned by the concerned committee and the approval of IQAC, principal and management in order to ensure and sustain quality at all levels.

"Milestone", the annual magazine is published to reflect the skills of the student teacher fraternity of the institution. The mentoring sessions are arranged to help the students cope up with personal or academic stress.

Practice teaching is one of the successfully implemented activities with paramount significance in the B.Ed programme. Students who are equipped with necessary skills and competencies in simulated situations in the college will be placed as interns in 12 schools. According to the guidelines given by UOM

and NCTE, college prepares policies and strategic plans for effective implementation of practice teaching.

Considering various issues- reopening of schools in June, their academic plan will be considered usually in the month of August and students will be allotted to various schools.

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 and 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., before they are sent to schools followed by the second round orientation by the HMs of respective schools.
6. Leaders will be sent to schools to collect the timetable slots from the school internship coordinator and the leader shall prepare the timetable for members accordingly before the commencement of formal internship program.
7. Every Saturday students are back in the campus and will receive feedback and corrections from the pedagogy teachers.
8. The staff coordinator collects the data on no. of lessons completed in respective schools from the leader.
9. Many of the students are appreciated and absorbed by the school management as regular teachers by the end of the internship.

Deployment strategy such as construction and design of the Multi-purpose hall and its usage as a lecture hall, morning assembly hall, venue for various co-curricular activities and theatre. To fine tune the curriculum and pedagogy, peer learning methods and flipped learning methods are adopted. For development of skills, art Workshops and art expos are organised. To make students self-sustainable, science paper presentation competitions and symposiums are held. Week-long club activities are organized from Departments of Mathematics, Science, Humanities and Languages. National webinars, workshops etc., are held. Green initiatives are encouraged.

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

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

St. Joseph's College of Education, Mysore managed by the Mysore Diocesan Educational Society, follows a system of decentralized administration. It has a Governing Body under the patronage of Bishop with representatives and academicians from the management and a Governing Council that contains Secretary and correspondent, Management representatives, Principal as member secretary, University representative, staff in-charge as a member. The staff Council which conducts regular academic meetings consists of the Principal, IQAC Coordinator, teaching and administrative staff.

The college's Internal audit system IQAC plays a pivotal role in ensuring quality in the college activities. Management, Principal, IQAC and Staff Council nominates special invitees from industry and research institutes, Alumni members and other senior staff members as resource persons pertaining to quality initiatives organised by the institution.

The Principal and the staff council under the evaluation committee during every semester scrutinizes and approves the question papers for tests C1 and C2 as per university guidelines for B.Ed., Programme. The tests, internal marks lists are prepared by the concerned coordinators with the student signature on each record next to the assessed marks. All the records are evaluated based on the relevant criteria in all the records. The academic calendar and Handbook is strictly followed by the staff and students in collecting and submitting the records respectively. Celebrations of National and International importance, special assemblies, activities of clubs and committees, the student council formation and time tables of tutorials, simulations, field visits, workshops etc., are planned and executed according to the calendar. The discipline of the college in sticking on to the deadlines of the calendar is made mandatory

The mentoring sessions for students are planned twice a week and the students are told about every next session by mentioning the date in the feedback form, their progress in various aspects are marked and suggestions are given towards an optimistic approach. Hundred percentages on the account of attendance of both students and staff is made compulsory from the management and the list of students with shortage of attendance are displayed on the notice board on the monthly basis to keep them aware of coping up in the coming days.

There are various cells, clubs and committees each coordinated by members of the faculty and student council representatives. Committees often meet, make decisions and address various aspects of the college's functioning and report to the Principal regularly.

The college has both aided and management staff on its rolls. The recruitment process follows norms according to NCTE, University of Mysore and Government of Karnataka pertaining to minority institutions and starts with advertisement or notification about the vacant posts in the national and regional dailies. Selection is done adhering to standard selection procedures by a panel consisting of the Head of the respective department, an external subject expert, representatives from the management and the Principal. It is based on qualities like academic excellence, communication skills, teaching aptitude and a positive mind set in tune with the needs of the vision and mission of the college.

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

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

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

Response: B. Any 5 of the above

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

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

Response:

Staff Council and IQAC: During Lock down, week long webinar on Digital Platforms for Teaching and Learning was organised for teachers under MDES to keep them updated on how to use various Google Apps like drive shares, G-classrooms, scheduling G-meets dealing with G- Suite accounts, spread sheets, Google Docs etc bases on the decision taken in IQAC meeting.

Academic Calendar Committee: Preparation of handbook by staff coordinators is done with based on decision taken in the meeting to mention the days, dates, number of working days, beginning and end of each semester, submission of academic records, tests, tutorials and important days of celebration.

Placement Cell: TET and CTET coaching or both Kannada and English medium students and Online Quiz and mock TET was launched for all the B.Ed students nation-wide followed by e-certificates for those

qualifying with 60% and above as an initiative during the pandemic.

Women cell: Special talk on Women's Health and Hygiene by Ms Rani Bahaddhur, NGO activist and Women's safety by Ms Savithri, Advocate to give awareness about women's role in the Modern world and visit to 'Odanadi', a rehabilitation centre for women and children based on decision taken in meeting..

Equal Opportunity Cell: "TuvviTuvvi" ("hello tweety") an initiative to bring out young poets to recite their poems on the girl child they adore was celebrated on the International Girl Child Day on October 11th. The implementation of 'women in science' theme as part of National Science Day 2020 was also one of the actions of the cell.

Sports and Cultural committee: Organizing sports and cultural events like tribal dance, cooking without fire and treasure hunt during community Living Camp.

The extravagant Art expo and Workshop on embroidery and basic stitching patterns, eco lie styles-use of jute products etc., using flipped learning methods were organized.

Mathematics Club: Preparation of Math Almanac, remarking mathematicians around the world and a Compendium on difficulties in mathematics**,** Celebration of Pi day and the birth anniversary of Srinivasa Ramanujan

Language club:

a. Preparation of manuscripts pertaining to English literature and 'SPARK 2020' a unique program encouraging novel thoughts and reading habits in multiple areas and genre was organised.

b. An initiative of reflecting on the autobiographies of great personalities: a state-level competition "Pusthakadhindha Masthaka" was organised by Kannada Department.

Science Club: Science week – conducting concept representation, science experiment short video competitions, self-composed science songs on the account of National Science Day Celebrations. Simple physics experiments for higher secondary students supporting to their syllabus was prepared and uploaded in the college You-tube channel

 Student Council: Organizing online COVID Awareness Program (CAP) series 2020. On the account of World Mental Health Day, A series of animated videos were created with unique stories and dialogue voice over on measures to improve health was launched in the college you-tube channel.A Video Editing coaching program for first year students was organised to introduce and familiarise the video editing apps that are easy to access. This is the action taken based on the meeting.

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

6.3 Faculty Empowerment Strategies

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

Response:

The management recognizes that the growth of the institution depends on the well- being and strength of its employees. The Institution has a legacy of harmonious functioning and co-existence of its employees immaterial of educational or economic status. Dignity is ensured for every type of job and the interdependence and respect for each other is evident in the day-to-day functioning.

There are a number of welfare measures in place for all staff members.

St. Joseph's College of Education attributes to ensure unity in diversity which is essential for the holistic well-being of the employees.

A sense of belonging and solidarity is ensured by the regular coming together of the staff for meetings and celebrations.

Annual incentive of Rs 1000/- is provided for every teaching faculty on Teacher's Day and or those with hundred percentage attendance, as an appreciation and monitory gift of 12 day salary is provided. Take home salary of employees means the salary for which they sign in the attendance register; the college management has ensured accountability and transparency by transferring the salaries to employees' bank accounts in the campus branch.

Every employee drawing a gross salary of Rs.21,000/- and below enjoys provident Fund to fall back on after their service.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	

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

Response: 12.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	2	2	0

File Description	Document
Institutional Policy document on providing financial support to teachers	
Income Expenditure statement highlighting the financial support to teachers	
E-copy of letter/s indicating financial assistance to teachers	
Data as per Data Template	
Certificate of participation for the claim	
Any additional information	

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

Response: 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	6	4	1	1

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

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

Response: 25

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	1	0	1

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

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

Response:

A discreet supervision is active throughout each day in the campus by the management, and as a sign of ensuring commitment, belongingness and responsibility, confidential suggestions are provided to catalyse efficiency. 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

22-03-2022 09:57:14

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 the end of every week and submitted to the Governing Body (the secretary and correspondent) for further scrutiny if any to ensure quality in the teaching process.

In addition to this 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 next to the concern work distribution along with remarks if any. 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 and whenever the Principal or the Management observes the need for improvement in pursuing excellence in teaching/research or in clearing NET / SLET, staff are reminded and encouraged to enhance their academic achievements and to take up Ph.D. with assurance of providing necessary support.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

For all income and expenditure, two internal audits per year is done and required receipts and payment statements are submitted to recognized chartered accountants who audit them and submit the audited reports. The Governing Body passes resolutions from time to time in respect of accounts.

The auditors obtain a copy of the budget or financial statements to study different heads of income and expenditure. They thoroughly assess the strength of the internal check. The auditors verify the cash receipts of examination fees, tuition fees, laboratory fees etc.,

Fee concessions and other charges are duly authorized by the concerned authority and any irrecoverable charges are written off only after authorized recommendation. 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 to the staff is checked for deduction of income tax at source, and the same is remitted to the Income Tax department. Regular verification is carried out to make sure that the staff provident fund is invested as per rules.

The establishment expenses are vouched and ensured that the capital expenditure has not been treated as revenue expenditure or vice versa. Payment of scholarship is verified with the receipts from students, scholarship register and bank statements. The balance sheet is checked to ensure that all the assets and liabilities are exhibited. The stock of equipment, stationery and furniture is verified.

The auditors cross check the payment vouchers for compliance of payment requirements. They also check the payment invoices for valid GSTIN of the dealer. Payment made by the institution for contract jobs like building repair and painting is checked for TDS deduction from the total bill amount and for prompt filing of quarterly TDS.

One external audit is done per year. 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	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.01	0	20

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

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

Response:

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 in turn allocates funds based on the priorities and significance of the events/ celebrations 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(odd and even semesters) 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. The selection of vendors and service providers is made based on tenders and /or standard procedures.

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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

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. It has been the advisory and evaluative body with an aim to enhance quality. Implementation of the following modes has been the strategies for assuring quality in the institution.

- ○ 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 who will take a keen look on the significance, improvements and benefits achieved through the initiative. The coordinator of the event prepares a copy of the effects of the initiative and is discussed with all the members above. With valuable suggestions and guidance the event is taken up and executed in a systematic way.

- ○ Ensuring quality of events organized under IQAC.

Once the event is organized the feedback is received from all the members/ participants using online or offline feedback form for further improvements and unique ideas.

- ○ Evaluating quality of teaching and learning process through the head of the institution and governing bodies.

Offline and online classes are scheduled much prior to the date and are informed to the heads and higher authorities of the institution. The governing members undergo a check on the lecture classes, timeliness and the content shared by the faculty, methods used, attendance of the class, attentiveness of students, etc., during the class by joining online classrooms through online links or offline classes through CCTV or direct presence.

- ○ 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 who plans the event. The profile of the resource person is shared to the Principal and then to the Secretary with whom the relevance is analyzed and proceeded further.

- ○ System to conduct quality initiatives through IQAC

Any Quality initiative program includes a clear mention of the name of the cell or committee under which the program is organized and is discussed in regular IQAC meetings. The objectives are submitted to the IQAC co-coordinator along with possible dates, students members involved, budget, time table, etc., two months earlier which is forwarded to the Principal for sanction.

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

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

Response:

The institution periodically reviews the effectiveness of the teaching learning process through feedback from different stakeholders. This forms the basis for the IQAC to identify the gaps in the process and to conduct faculty enrichment activities. The following are such initiatives facilitated by the IQAC to determine teaching effectiveness and learning improvements periodically.

- Attendance of Staff and Students

A serious check on the attendance of staff and students are maintained via separate biometry with finger and face detectors respectively. The College is best known for punctuality and discipline. A committed work pattern is observed through staff and student following their code of conduct and implementation of the plan as scheduled in the academic calendar.

- 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. Each person according to the turn will be sharing or presenting it before assembly and is recorded with date in a diary.

- Staff meetings and Review meetings

Regular staff meetings are arranged to discuss the academic execution of courses, field visits, submissions, presentations, portions covered or tests, allotment of extra classes, events to be organized, budget, online and offline classes according to the academic calendar.

A review meeting is arranged in between the regular meetings to ensure smooth conduct of the execution plan. For instances, online classes, pros and cons of them after a week of commencement, need for better Wi-Fi connections, need for quality cameras, high speed processors, feedback and suggestions, updated methods to adopt, etc.,

- Students' feedback

In the end of every semester, a feedback form on quality of teaching is collected by the principal from the students which includes rating scale questionnaire about the Programme, the academic curriculum, the coverage of the syllabus, timeliness, content mastery, etc., based on which the teachers are given one to one suggestions if any to keep up the quality of the institution.

- Student performance

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, attendance of the class, attentiveness of students, etc., during the class by joining online classrooms through online links or offline classes through CCTV or direct presence.

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

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

Response: 30.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	28	31	30	34

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality

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

Response: A. Any 4 or more of the above

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

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

Response:

Since 2016, after the First cycle of NAAC, St Joseph's College of Education has initiated relevant changes in its academic and administrative process, keeping in mind the needs and changes related to Teacher Education Institutions. The incremental improvements achieved within the institution due to quality initiatives since the previous accreditation under the IQAC of the institution are:

1. The college has introduced value-added courses such as Value Education and Theatre Skills

Value Education aims at training the student teachers to face the outer world with the right attitude, professional ethics and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, spiritual development, etc.

Theatre skills are the essential features to be an effective teacher. It reflects on the capabilities of a student teacher to demonstrate himself/herself as medium of communication both verbally and non-verbally and suggests way to reach out to the learner under various dimensions of learning process.

Theatre skills develop a range of physical skills and techniques. For example, movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control, facial expression, eye contact, listening, expression of mood, spatial awareness, interaction with other performers, dance and choral movement.

This basically defines how drama is different from theatre and supports the individual to gain confidence

on their skills acquired and promotes innovative methods of teaching.

Both value education and theatre skills are prepared with a prescribed syllabus and have definite allocations of classes say twice a week, in the regular timetable with a well-designed syllabus.

2.ICT blended education system

The second incremental improvement achieved by the institution due to quality initiatives under IQAC of the college is the active use technology.

- Increased number of projectors
- Latest desktops with updated processors and cameras for virtual teaching
- Webinars and workshops for teacher educators to make use of online modes of teaching through online classrooms, online tests and assignment submissions, online best practices events, etc.,
- Purchase of G-Suite account for wider online platform, updating recorded events organised on the college YouTube channel.

Digital Platforms for Teaching and Learning**:** Organised Special talks, Webinars, Workshops (Tech-Savy 2020) for and by the students. Academic-tests/examinations, Co-curricular events, evaluation, Competitions on Reading and Reflection, Photography Competitions, online quiz or TET and CTET, collaborative Programs and certificate generation to be constantly in touch with the teaching learning process and to foster creativity in this means. Students engaging in the online teaching learning process have submitted assignments, test papers and presented lessons for which evaluated papers with score is intimated via their registered emails. According to the need of the modern era, the ICT practical syllabus is revised with an inclusion of latest online applications for the learners to digitally equip them as 21st century teachers who can organize and conduct events successfully exhibiting their smart teaching skills.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Energy 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.

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

ENERGY USAGE AT ST. JOSEPH'S COLLEGE OF EDUCATION

·   Electricity

.   Indoor and outdoor lighting

.   Water pumping

.   Computer lab

.   Biometric system

· LPG Gas cylinder for canteen and Chemistry lab

ENERGY SOURCES AT ST.JOSEPH`S COLLEGE OF EDUCATION

. Power supply from CHESCOM received through outdoor transformer

Power back-up

·   Stand by supply: one diesel generator set of capacity 62KVA isprovided in the college campus.

·   Additional power back UPS 5KVA distributed around the campus.

·   Computing facilities are provided with power back-up through UPS.

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.

.   To pledge to maintain green and plastic free campus.

ENERGY MANAGEMENT STRUCTURE

Our institution energy management committee chairman is Dr. Priya Mathew (Principal). The committee includes Rev. Fr. Avinash (Priest in charge & Administrator -MDES), representatives of staff and students. This committee work for the effective implementation of Energy management programme at the college

COMMITTEE MEMBERS

Dr. Priya Mathew (Principal)

Rev. Fr. Avinash (Priest in charge & Administrator -MDES)

Dr. Asha P Pathrose (Assistant professor)

Mrs. Anne Jaya Sheela (Assistant professor)

Mrs. Anusha G M (Student Representative)

THUMB RULES

At St. Joseph's College of Education, energy use is deliberately monitored, controlled, and conserved to yield maximum efficiency.

·   Each classroom is ventilated with proper light and we are not using the air conditioner.

· Students are instructed and motivated to switch off light and fans when they leave the class rooms.

· Suggestion to use LED bulbs that consume the least power is given.

· We have been replacing LED bulbs when damage found in our campus.

· We maintain the systems annually for effective function.

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

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

Response:

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.

An initiative was taken by the Eco Club members to recycle the used pens. Initially, an orientation was given in the assembly and the objectives spelt out. A box was kept wherein the students and staff were asked to drop their used pens, sketch pens, markers, and CD writers into the box. Arrangements were made and staff of the corporation was asked to collect once in three months. The corporation would take it for recycling.

We motivate our teacher trainees to use waste products to make their own teaching-learning aids, which helps them to think differently and creative and make use of waste as best. In our campus, we have strictly prohibited thermocol sheets and its products.

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. Proper use of electronic devices and timely repair help reducing e-waste.

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.

WASTE MANAGEMENT COMMITTEE

There is a committee to ensure the realization of the policy on ensuring effective waste management headed by the principal which monitors the meaningful implementation of waste in the college

The following are the members of the committee

Dr. Priya Mathew (Principal)

Rev. Fr. Avinash (Administrator-MDES)

Mrs. Shalom Sannutha (Assistant professor)

Dr. Sudhakar James (Assistant professor)

Mr.Gowtham (Student Representative)

Mr. Arjun (Store Keeper)

Mrs. Saraswathi N(Attender)

Mrs. Poovamma(Support Staff)

THE WASTE MANAGEMENT POLICY OF THE COLLEGE

- To promote sustainable waste management by creating awareness through 7R's principles like Remove, Reduce, Resource, Re-use, Re-cycle, Recover and Return
- To give awareness about reducing the quantity of waste
- To classify waste into different types and sort it systematically
- To organize awareness programmes for students and staff to reduce pollution and manage waste properly
- To provide a platform for students to participate in nature friendly activities
- To Encourage paperless policies and online interaction

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

    1.Segregation of waste

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional link	[View Document](#)

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

Response:

Our institution provides custodial services for the public areas including common washrooms of students and faculty, lounges, classrooms, library hall, the corridor, staffroom on a daily basis, Monday through Saturday. Weekend services, such as emptying trash, restocking bathrooms, and checking the whole building, are also provided. Tobacco, smoking, chewing of pan-masalas and gutka is prohibited on the 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 monitors in charge classroom sanitation
- Central cleaning services in the institution yearly twice
- Well maintained garden
- Sanitizing and thermal check-up to all during the Covid-19 pandemic
- Awareness programs on health and hygiene
- Covid-19 awareness program and mask making demo class

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

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

Response: 0.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.22	0.26	0.02	0.20	0.30

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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

Teaching Practice

Every year our final semester students will engage 50 working days in different schools. In this process, our students will practice how to make use of local knowledge and resources in the teaching and learning process. We are not sticking to only the school premises in this process, we are trying to understand the local environment, how it will affect a child's mental, social and physical development and it could affect their learning. After that, according to their need and available local resources, we would like to plan our lesson plans.

Community living camp

Community living camp is part of B.Ed syllabus. Every year it will be conducted in a rural area near the college. The camp provides students with a community of caring adults, who nurture experiential education that results in self-respect and appreciation for human value. The teacher students have a sense of community, develop intergenerational relationships, and learn through first-hand experiences. In addition, campers typically learn a healthy respect for nature. Living in a camp prepares youth to be positive contributors to their communities. The camp provides ample opportunities to fine-tune with the interpersonal relationship skills of the campers through the process of group dynamics.

Special programs

1. Special speech on Gandhian Philosophy in collaboration with Gandhian Studies, University of Mysore.
2. Organised **Mane Maddu** programme to know about Home remedies. We invited local resource person to teach about home remedies.

Local Visits

Mysore was the previous capital city in the state of Karnataka, India. It is the headquarters of the Mysore district. Mysore is one of the most prominent tourist areas of India. Mysore is also known as the Palace City of India. Mysore Palace, Jaganmohan Palace, Jayalakshmi Vilas Mansion, Brindavan Gardens, Mysore Sand Sculpture Museum, Folk Lore Museum, Rail Museum, Wax Museum - Melody World, St. Philomena's Church, Mysore Zoo, The Oriental Research Institute, Shivanasamudra Falls, Golden Temple at Bylakuppe, are major tourist places in and around Mysore. We are making use of those as a teaching and learning process by visiting occasionally.

On 05 March 2021 we, the students of social science went on a field visit to the Jaganmohan Palace and Art Gallery, Mysore and the Mysore Palace as part of social science club activity. Dr. Chaluvarajaswamy K T was the coordinator and Mr. Yogesha K A, Assistant Professor was the faculty-in-charge.

The students of St. Joseph's College of Education visited the Odanadi, a NGO at 10:30 a.m. on 5th March 2021. One of the main staff members gave us in-depth information on how the NGO works for the welfare of the people. The Director narrated from the experience they faced was beyond our imagination. Stanley sir and his team never left a chance in rescuing people from human trafficking, risking their lives at times.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

1. Value Added Course

a.Value at School

From the last 5 years we are running add on value courses such as value at school, communication skill and from the last 3 years theatre and art. We developed our own syllabus to each add-on value courses.

Need for the Inculcation of Value-Education:

Our institution emphasizes value education throughout the teaching and learning process. Our institution prepared its own value education syllabus. In our time table, we gave two classes per week for value education other than the regular syllabus

b.Communication Skill

Our institution has most of the regional students struggling to communicate in English. So we are planned to provide Communication Skills Course to all. We give adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills. To build up the learners confidence in oral and interpersonal communication

c. Theatre and Art

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

potential in the participants and help to develop critical thinking skills.

Participation in drama activities provides the teacher with another way to assess the student. Through dramatic play, students reveal how they organize ideas, solve problems, work in a group, deal with conflict, and use their imagination.   Observing how students dramatize an event offers valuable insight into how they perceive, interpret, understand, and analyze the material at the core of the lesson.

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.

2.TET coaching (Teacher Eligibility Test, conducted by Government of Karnataka)

Teacher Eligibility Test coaching facility for the 2nd year B.Ed students was introduced in the year 2019-20. This event was conducted from January toMarch 2020. Special time table was prepared by the management and principal and all teaching staffs was allotted various subjects. Time allotted for this TET Coaching was Daily 3pm to 5 pm. Both Kannada medium and English medium students were put together for the common subject like Kannada, English and psychology and later students were divided according to their pedagogy for the pedagogy coaching. In these coaching classes, previous year TET model question paper was solved by the teacher and teaching hacks were taught to the students. Most importantly few alumni students were also invited who already qualified both TET and CET Exams to train the students

We have been the guiding force for 93 students in their success in TET exams with good marks.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Our institution has students coming from South Indian states, Uttar Pradesh, West Bengal, Jharkhand, North Eastern States, and Tibet. Our College emphasizes a diverse class because different perspectives allow students to learn from one another and grow in their thoughts.

The interaction between students with different worldviews can help change minds or shape ideas. Students can learn from peers with different perspectives shaped by a variety of experiences. Learning is also elevated to a different level because they can appreciate and understand and hear from someone from a different background, which may change their thinking.

While colleges often proclaim their commitment to diversity, minority students still face many challenges both in the admission process and when they get to the campus in terms of support and inclusion. Students should look beyond the lip service to determine what a college's commitment to diversity and inclusion truly is. Colleges must demonstrate actions taken to enhance campus diversity, and prospective students should weigh the success of minority populations on campus. We organize Mathrbhasha Divas on World Mother Tongue Day and students from 13-15 language groups perform and depict their culture, ethnicity and heritage.

Medium of instruction

A country like India where there is a multiplicity of languages, there is the problem of intercommunication. This is the reason why in India normally a child knows two or three languages. Besides the languages of Indian origin, English has attained an important place in Indian life and society.

We cannot deny the fact that the English language is a rich language. It has proved to be an effective medium for translation of the literary and the technical books of the world. There may come a period in our history when our own national language may become as rich as English, but this will take some time. Hence, now, English should be taught as a library language if not as a language of social communication.

Our institution has most of the regional students struggling to communicate in English. So we give instructions in both English and Kannada languages separately. They have provision to write their exam in English and Kannada medium. They can also teach in English and Kannada medium when they go for practice teaching.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

MILESTONES

2016 - First NAAC cycle.

2016 - Lift was installed in the building

2017 - New Multipurpose hall was inagurated

2017 - Dr. Priya Mathew took charge as Principal

2017 - Value added courses (Value at School and Communication skill) introduced.

2019 - Theatre skill as a Value added course introduced.

2019- Our student stood first in B.Ed Examination of University of Mysore, Awarded with 2 Gold Medals

2019- One of our students Mrs. Bidisha secured first rank in B.Ed examination and secured two gold medals.

2020 - Organised National level webinar on Smart Teaching (for urban school teachers)

2020 - Six day webinar on "School visit and pre-internship programme" was organised in collaboration with CTE Mysuru.

2021 - In connection with the Golden Jubilee year of the College, a series of webinars and workshops were organised.

2021 - Webinar series was organised for rural school teachers of MDES, in which a team of resource persons from St. Joseph's College of Education led the sessions.

Concluding Remarks :

St. Joseph's College of Education is one of the pioneering college of teacher education governed by Mysore Diocesan Educational Society (M.D.E.S) who has a rich experience of more than sixty years in the field of managing colleges and schools in the southern districts of Karnataka. The college, which is celebrating its Golden Jubilee year aims to make the students to illumine and enrich the world and dispel all sorts of darkness around them. The quest for excellence is highlighted in the vision and mission of the institution. The motto of the college is Love, Loyalty and Service through Divine Illumination. This institution offers a wide range of programmes, which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education. The teaching, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education. The College is a co-educational institution

admitting 100   students to the B. Ed course through a centralized admission procedure laid down by the State of Karnataka. The college is affiliated to University of Mysore and follows the curriculum prescribed by the University. The college is recognized by the UGC under section 2(f) and 12 (B) of the Act and also by NCTE. The institution was conferred minority status by the National Commission for Minority Educational Institutions. Some of the Best practices of our College are Value-added courses like   Value at school, Communication Skill and Theatre and Art .We encourage Peer tutoring to meet challenges of students with diverse needs.