



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		ST.JOSEPH'S COLLEGE OF EDUCATION
• Name of the Head of the institution	DR. PRIYA MATHEW	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	08212511992	
• Mobile No:	9482538060	
• Registered e-mail ID (Principal)	stjosephcollege2012@gmail.com	
• Alternate Email ID	sjcem1971@gmail.com	
• Address	JAYALAKSHMIPURAM, TEMPLE ROAD, MYSURU KARNATAKA	
• City/Town	MYSURU	
• State/UT	Karnataka	
• Pin Code	570012	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Grants-in aid				
• Name of the Affiliating University	University of Mysore				
• Name of the IQAC Co-ordinator/Director	Dr. ASHA P PATHROSE				
• Phone No.	08212511992				
• Alternate phone No.(IQAC)	9886117088				
• Mobile (IQAC)	9886117088				
• IQAC e-mail address	stjosephcollege2012@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	https://stjcollegeofeducationmysuru/				
• Web-link of the AQAR: (Previous Academic Year)	https://stjcollegeofeducationmysuru.in/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://stjcollegeofeducationmysuru.in/academic-calendar-and-handbook/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.85	2016	16/09/2016	15/09/2021
Cycle 2	B++	2.93	2022	23/08/2022	22/08/2027
6.Date of Establishment of IQAC			26/03/2014		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	7	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none"> • IQAC organised 5 Days Faculty Development Programme from 2nd Jan to 6th Jan 2024 , • Orientation and Induction programme for students on 29t Jan 2024 to 4th Feb, • Cultural Exchange Programme- St.Thomas College of Edcation, Pala, Kerala • Science week was observed and National Science Day • National Seminar on Revitalising Higher Education :Strategies and Innovation 		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
<ul style="list-style-type: none"> o To enhance quality in the teaching learning process. o Give training in life skills for the teacher trainees o Revamp the visits to different institutions catering to children with diverse needs o To launch a research journal to inculcate a culture of research & learning. o To get the feedback from students at the end of the course. o To provide Placement services for the trainees and related consultancy to whoever is interested. o To encourage all faculty members to complete research. o To register in ABC portal o To start Multidisciplinary and Interdisciplinary course by 2030 o To organise National Seminar o To undertake minor research activity 	<ul style="list-style-type: none"> • IQAC organised 5 Days Faculty Development Programme from 2nd Jan to 6th Jan 2024 • Orientation on PLO`s and CLO`s • Orientation on Code of Ethics for Teachers • Orientation and Induction programme for students on 29t Jan 2024 to 4th Feb • Week long activities of Language Club was organized in the month of April 2024 • Micro Teaching and simulation workshop conducted. • Art workshop was organised. • World water Day observation and geography club activities were organised. • Environment Day was observed. • Cultural Exchange Programme- St.Thomas College ofEdcation, Pala, Kerala • Science week was observed and National Science Day • National Seminar on Revitalising Higher Education :Strategies and Innovation • Workshop on Group Dynamics • Club Activities • Cultural Fest • Humanities Day celebration • Special Talk on Art Education and Dolls in India • Internship programme for 50 days • Karnataka Rajyotsava Celebration

13.Whether the AQAR was placed before statutory body?	No
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<ul style="list-style-type: none"> • Name of the statutory body
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Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	09/01/2023

15.Multidisciplinary / interdisciplinary

The institution plans to launch an integrated B.Ed program that will teach interdisciplinary and multidisciplinary disciplines, similar to the BA.Ed and BSc.Ed programs. Institution is currently engaged in encouraging classes in human rights, crafts, music, theatre, and sports. National Seminar was conducted with a multidisciplinary approach. Topics like Mental health, Women's Rights and Education, Technology integrated education, Gender and school, education etc were the sub themes of the National Seminar.

16.Academic bank of credits (ABC):

Academic flexibility will be ensured by allowing students to attend one course from other institution of similar repute. Credit transfer will be ensured. The Academic Bank of Credits (ABC) has been established by the university through policy alignment with the National Education Policy (NEP) 2020. Creating a multidisciplinary approach to improve learning outcomes, establishing a credit bank infrastructure, and putting in place a credit-based system are some of the initiatives. Because the college is ABC-registered, students can take advantage of it during the programs they choose. Planning a MoU with other institutions for sharing of credit. Planning to create ABC depository for credit redemption and certificate issuance. Planning to register to ABC through NAD portal

17.Skill development:

Many abilities are needed by teachers, and these can be acquired through the activities the institution sponsors. Through internship programs, simulation workshops, and micro teaching workshops, hard core teaching skills are cultivated. The development of soft skills—such as problem-solving, creativity, communication, flexibility, leadership, and technical skills—is accomplished through workshops and a variety of extracurricular activities run by the student council. Anchoring Skill, event management and programme coordination skill are developed through Club Activity under each pedagogy. Students are members in each committee and organise cocurricular activities to develop soft skills.

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

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

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

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

20.Distance education/online education:

The teachers and the students are well equipped with necessary skills required to conduct online classes using G Suite and other similar platforms. Besides regular classes, a number of webinars, workshops and special events were conducted through the use of Gsuite products such as Google meet, Google classroom as well as Zoom. Effectiveness of such classes was enhanced by the use of chat box and interactive whiteboards. To tackle the issue of digital fatigue, sufficient time was given at regular intervals to the students and teachers. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions and digital poster designing. The college administration has addressed the issue of digital divide and has supplied gadgets to students who are in need of them. Teachers and students were encouraged to do online courses through SWAYAM portal. A special

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

Extended Profile

1.Student

2.1 186

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 25

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

File Description	Documents
Data Template	View File

2.4 95

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 95

File Description	Documents
Data Template	View File

2.6 191

Number of students enrolled during the year

File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	500000
4.2 Total number of computers on campus for academic purposes	61
3.Teacher	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Curriculum is the "floor plan" or blueprint of what is going to be taught/learned/experienced in the college over a period of time.</p> <p>The academic schedule and curriculum that the institution adheres to are precisely in line with those set forth by the affiliated university. However, academic planning, reviewing, and curriculum revision occur annually at the college level.</p> <p>Academic Planning: The institution holds a curriculum planning</p>	

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

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

Revising of Curricular Transactions: Based on the need and to cater to the learning needs of students' revised plan for action will be formulated. Flexibility in the curriculum transaction is based on the need and pressing demand of the new normal.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1011
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****11**

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

1.2.2 - Number of value-added courses offered during the year**4****1.2.2.1 - Number of value-added courses offered during the year****4**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**91****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****91**

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

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

Three of the above

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

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

91

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

91

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

1.3 - Curriculum Enrichment

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

1. The program aims to provide students with an understanding of teacher education by introducing concepts such as pedagogy, educational psychology, teaching methodologies. Through theory and practical experiences, students develop a well-rounded view of teaching, an understanding of the diverse needs of learners and the evolving landscape of education.
2. Procedural knowledge is offered through specialized training in various teaching strategies. Students receive hands-on training in lesson planning, assessment strategies, classroom management techniques. Students acquire in-depth knowledge, skills to teach subjects effectively. During internship, students understand the application of pedagogy in classroom settings, preparing them for teaching.
3. Encouraging students to extrapolate from theoretical learning and apply their acquired competencies in real-world teaching scenarios. By engaging in action research projects, internships, reflective practices, students are encouraged to adapt their knowledge to different classroom contexts. Students are also taught to assess the effectiveness of their teaching strategies based on feedback and outcomes.

4. Emotional intelligence is fostered through activities that enhance self-awareness, empathy, emotional regulation, helping future teachers understand and manage their emotions. Critical thinking is nurtured through theories, case studies, problem-solving activities. Students are trained in negotiation and communication skills through interactions, role-playing, collaborative projects. Collaboration is promoted through assignments, workshops, and school-based activities.

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

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

The Indian education system and India are known for their diversity. India has a variety of educational systems, including the Vedic, Muslim, Buddhist, and inclusive systems; also, there are several schools.

Diversity in the School System in India: Different school systems are explained by means of the syllabus.

Students are acquainted with theory work in their perspective courses:

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

Types of Schools and their unique challenges and advantages.

School Visits and Internships: Students visit government, aided and residential schools in the second semester as well as special schools, during their field trip and internship. They observe teaching-learning practices followed in these school systems.

Experienced instructors and school heads lead courses during the visits and provide a brief overview of the curriculum, teaching methods, and resources made available by the state central government, and other organisations.

Case Studies and Comparative Analysis, Medium of Instruction, Evaluation processes are all observed directly by the trainees.

Socio-economic and Cultural Diversity: Understanding how cultural norms and traditions influence schooling in different regions are familiarised practically during these visits and internship.

This multifaceted approach helps students understand the diversity, functionality, and uniqueness of the Indian school system in a global context.

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

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

B.Ed. Curriculum emphasises the trainees to gain knowledge, understand them and put the acquired knowledge into practice and apply them efficiently in their teaching career. Theoretical inputs on teaching methods, skills, communication and evaluation ensure that the student trainees are well equipped for their career.

- The college organizes Communication skill workshops to improve confidence, language ability in episode writing and effective

presentation.

- Students gain confidence, reduce stage fear and learn to communicate well.
- Micro teaching session, Simulation lessons, ICT based lessons make them more confident to master their skills.
- Trainees are given the opportunity to observe demo lessons by experienced faculty, alumni and also video lessons.
- Trainees are made to conduct unit tests, action research, supervise class tests given by the faculty, conduct co-curricular activities and act as judges for certain activities during practice teaching.
- During actual teaching practice, the teacher educators regularly visit the practice school, observe the trainees' classes, give valuable feedback and suggestions, hence making teaching practice reflective.

Students take up competitive exams for which training is given in our institution, which enable them to be fully equipped and professionally qualified for the teaching profession.

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

1.4 - Feedback System

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

Four of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

191

2.1.1.1 - Number of students enrolled during the year

191

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

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

25

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

25

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

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

3

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

3

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

2.2 - Honoring Student Diversity

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

At the entry level of the B.Ed program, an assessment process is used to identify students' learning needs and readiness for professional education. This typically involves tests, interviews,

and content competency test designed to gauge prior knowledge, academic skills, and areas where support may be needed. An aptitude test and communication skill presentation is also conducted at the beginning of academic year. These assessments help faculty understand each student's strengths, learning styles, and areas for improvement. Based on the results, individualized academic support is offered, such as content enrichment programme, mentoring sessions, and workshops focused on essential skills like communication, critical thinking, and subject-specific knowledge. This tailored support enables students to build a strong foundation, bridging any learning gaps and preparing them for the demands of the B.Ed curriculum. The goal is to foster an inclusive, supportive environment that addresses diverse learning needs and promotes academic success throughout the program

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

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

All of the above

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

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Four of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

At St.Joseph`s College of Education,teachers employ a diverse range of teaching-learning modes to cater to students` unique needs like lecture,discussions, project based learning, workshops ,panel discussions andcollaborative learning which enhance engagement, and ensure deeper understanding. Experiential learning allows students to apply theoretical concepts in real-world settings, fostering hands-on skills and critical thinking. Participative learning, such as class discussions and projects, encourages active student involvement, building communication and teamwork skills. Problem-solving methodologies develop analytical and critical thinking abilities, essential for tackling real-world challenges. Brainstorming sessions stimulate creative thinking and innovation, allowing students to explore multiple perspectives. Focused group discussions enable collaborative learning and peer-to-peer feedback. Each mode aligns with course-specific goals, ensuring a comprehensive approach that supports varied learning outcomes across different programs.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://stjcollegeofeducationmysuru.in/teacher/
Any other relevant information	No File Uploaded

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

186

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

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

Five/Six of the above

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

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

In our institution, continual mentoring focuses on nurturing professional attributes crucial for teaching careers. Weekly twice official mentoring session is provided. Apart from it, mentors guide students in teamwork by involving them in collaborative projects, fostering skills in communication, cooperation, and conflict resolution. When dealing with student diversity, mentors emphasize inclusivity, encouraging future teachers to appreciate varied backgrounds, learning needs, and perspectives. They model respectful and ethical behavior in professional conduct with colleagues and authorities, instilling values of integrity, accountability, and professionalism. To help students balance home and work stress, mentors provide strategies for time management, self-care, and resilience, promoting well-being in both personal and professional spheres. Finally, mentors emphasize the importance of staying updated with recent developments in education and life by encouraging active engagement in seminars, reading current research, and reflecting on new educational practices. Through these structured mentoring efforts, students gain confidence and competence to navigate the multifaceted demands of a teaching career. The mentoring process guides students in developing professional skills through personalized support in teamwork, inclusivity, ethical conduct, stress management, and staying informed on educational trends. Mentors offer practical strategies, model professional behavior, and encourage lifelong learning,

helping students build confidence and resilience for successful teaching careers.

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

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

Four of the above

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

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

At St. Joseph's College of Education, the teaching-learning process is designed to foster creativity, critical thinking, empathy, and essential life skills among B.Ed students. Through innovative teaching methods, such as interactive projects and real-world simulations, students engage deeply with course material, enhancing problem-solving and critical analysis skills. Activities like notice board competitions encourage students to creatively present educational concepts, fostering originality and self-expression. Book reading weeks broaden intellectual horizons, promoting diverse perspectives and reflective thinking, while art workshops provide a platform for students to explore creativity and develop empathy through visual storytelling and expression. These activities

collectively nurture a holistic understanding of education, equipping future teachers with the intellectual and emotional skills needed to excel in diverse classroom environments. At St. Joseph's College of Education, Science Week, Humanities Day, and various club activities serve as vibrant platforms to nurture creativity and broaden students' perspectives. During Science Week, students participate in concept representation, pedagogy drama, innovative projects, which encourage scientific inquiry and inventive problem-solving. Humanities Day, on the other hand, emphasizes story writing, debates, and cultural explorations, allowing students to creatively express ideas, understand historical contexts, and appreciate diverse viewpoints. Club activities, ranging from drama and music to eco-awareness, provide further outlets for students to explore and refine their talents in collaborative settings. These events foster a sense of curiosity, encourage interdisciplinary learning, and empower students to bring creative thinking into their future classrooms.

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

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

Six/Seven of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

One of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

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

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

Four of the above

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

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

All of the above

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

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

An internship in teaching provides an opportunity for student teachers to familiarize themselves with the school environment to which they are assigned. It is during this period that student teachers enhance their skills, develop their attitudes, and strengthen their interest in the teaching profession.

Orientation for School Principals/Teachers: Before the internship program begins each year, our college conducts an orientation session for the principal or in-charge principal of the assigned school. This session covers the following points:

- Helping interns develop confidence
- Informing the interns about the available school facilities and the guidance they will receive from the school's teaching staff.

Student interns are given specific instructions before starting their internship:

- They are required to submit their lesson plans to the respective subject teacher before teaching.
- They must adhere to a prescribed dress code.

Exposure to Different School Environments: In the second semester, students visit various types of schools, including government, special, and aided schools, which helps them gain insight into different school environments and internship setting. The institution implements effective monitoring during the internship program. The supervision process is planned in advance and carried out by the head of the institution, subject experts, and method

teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

95

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

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in

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

Supervision for faculty members is prepared in advance and is followed by the head of the institution and subject experts and method teacher. The teachers observe the class & provide valuable feedback to the intern's every day. Monitoring is regularly done: the lesson plans are monitored by the method teachers regularly .Effective use of blackboard and assessment during the class is also encouraged by the teachers. The school teachers are also involved by observing the interns class and give guidance regarding the teaching aids. The peer groups also observes the classes and writes the feedback in their observation book and suggestions are also provided. They observe 3-4 classes per day.

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various

Four of the above

activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality
2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

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

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

4

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

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

200

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

year	
200	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File
<p>2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations</p> <p>In order to succeed in the twenty-first century and continue their studies, students must possess sophisticated capabilities. To acquire proficiency in content matter, problem-solving techniques, efficient communication, teamwork, and independence, educators need to utilize increasingly advanced pedagogical approaches. The key to helping teachers acquire the pedagogical skills necessary for effective teaching and professional development that also help them build their self-esteem. Discussions about issues and developments in education and current events are held in-house in the following ways: Each employee shares their knowledge for two to five minutes each day prior to the main gathering. Where teachers share current events, discoveries, fascinating facts, and other information with their colleagues in addition to staying updated themselves and giving information to coworkers. Shared information with colleagues and with other institutions on policies and regulations. Provided guidance to the B.Ed. institutions on NAAC documents. Guidance was given on NAAC paper work to St. Joseph's First Grade Degree College Encouraged the faculty to attend the FDP/Senior / workshops in different Institutions and Universities.</p>	
File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded
2.6 - Evaluation Process	
<p>2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words</p>	

The Mysore University Examination pattern is followed in both of the tests. Students are informed of the dates and content of the internal tests prior to the start of the semester and are required to adhere to them scrupulously. The results of these internal examinations will be released a week following the examination. The question paper and the scheme will be addressed in class once all of the tests have been completed. Before sending their internal grades to the university, students double-check and countersign them. The examination and test are carried out in the surveillance system installed examination hall. Tutorials: Based on topics that the subject teacher has given; tutorials are held in the classroom for every student. A variety of factors are used to evaluate the pupils, including content understanding, presenting skills, communication abilities, and time management. ICT-based and non-ICT-based simulations are the two categories of simulations provided. Every first-year student is required to do both ICT and non-ICT simulations based on the topics they have chosen. Assignments were allotted to enrich the subject knowledge and students gathered the information and submitted it within the stipulated time

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

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

Five of the above

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

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

In connection with examination and evaluation. To review the grievances. To provide required recommendations to the Principal. The principal and the teacher in charge provide the pupils with an overview of the examination-evaluation system and explain how to achieve the CLOS and PLOs during the orientation program. The college evaluates students' performance through tutorials, home assignments, exams, presentations, group discussions, and other means. Students are explained new terms and the CGPA and CBCS pattern marking system. The Principal serves as the chair of the committee, which handles any complaints pertaining to exams. A concerned educator who addresses problems at this elementary level. Generally, there is a zero-tolerance stance for student misconduct. Students who engage in misconduct are typically subject to a zero tolerance policy. The purpose of the institutional changes in the continuous assessment system is to stimulate their interest in the subject matter and increase their familiarity with the format of university exams. On the specified day following the testing, the student is shown the C1 and C2 answer booklets. The students look over the answer books to assess their performance in terms of the strengths and weaknesses of their coursework and answer-writing methods. On the day, they provide clarification if there are any doubts about the evaluation.

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

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

Based on the academic calendar of the University of Mysore, the institute creates the academic calendar while adhering to all applicable laws and regulations. The principal, IQAC coordinator and the committee members keep a close watch on the academic calendar. They make sure that all of the faculty members and students at the St. Joseph's College of Education should follow the academic calendar. Before the academic year ever begins, the academic calendar is set far in advance. The calendar includes information about the upcoming year's academic schedule, the approximate dates for internal and external exams, test policies, etc. • The calendar contains dates for internal evaluations, assignments, tutorials/seminars, simulations, and micro-teaching dates, among other events. It also includes all governmental and public holidays. • The teacher in charge of the timetable creates a timetable in accordance with the relevant criteria for the amount of modified hours for each indication. • After completing two units, the First Internal Exam (C1) is held. It is reflected in the academic calendar, with C2 taking place following the completion of 4 units.

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

2.7 - Student Performance and Learning Outcomes

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

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

the EPC and EWF courses are being implemented, the CLOs being accomplished through activities like communication skills, paper presentations/seminars, microteaching, simulations, planning various events like College Talents Day, Teachers Day, Matrubhasha Divas, National Festivals, and so on. • The program's CLOS are assessed through continuous evaluation, which is divided into C1 and C2 classifications.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

1. The content knowledge criterion is used to assess how well a student understands and knows facts, concepts, and principles. Making good use of the plan and content components when setting up the classes. 2. The process criteria are used to assess the degree of skill or process competence, the significance of original idea development, and the efficiency of technique and procedure selection and execution in a task. 3. The originality/creativity criterion is used to assess a product's or performance's overall quality and competence. 4. The impact considering its rationale and the feedback provided by the internship schools, the feedback criterion is utilised to assess the performance's overall implications. 5. Leadership abilities to absorb the traits and attributes of an effective leader, such as - Honesty, communication, 6. Information & Communication Technology (ICT) Skills in utilising media technologies, strategies, and new educational trends like blended

learning and flipped learning, among others. ICT skills are used by students in seminars, tutorials and simulations presentations. Both explicitly and implicitly, values and attitudes should be demonstrated. timely submission of assignments, regular attendance in classes, and completion of relevant tasks.

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

2.7.4 - Performance of outgoing students in internal assessment

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

95

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

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

1. The college held a workshop on communication skills 2. Activities related to Language Across Curriculum (LAC) 3. Reading and reflection activities Encourage the students to take on the aforementioned assignments so they can demonstrate their abilities in a variety of contexts, such as pedagogy play, paper presentations, simulations, etc. *To give students access to application-level ICT instruction and to modern teaching and learning technologies, such as Google Forms, video production and editing, YouTube video creation, diagnostic tests, and quizzes, and online assessments and

evaluations that support the development of ICT skills. *To actively include students in their own learning processes in order to foster the development of higher-order thinking abilities and "learning to learn" capabilities; additionally, to enable students and teachers to engage in conscious reflection on the learning process. * To provide students with thoughtful comments that they can incorporate into their education. Since quick suggestions are most effective. It is linked to expectations-related criteria, which include ENG AD40 Through project work, action research, online exam preparation, ICT-based instruction, and e-content preparation, students are strengthening their skills to meet the demands of the twenty-first century.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

student satisfactory survey conducted regarding teaching learning process.

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Three of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

00

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

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

19

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

3.3 - Outreach Activities

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

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

09

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

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

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

08

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

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

186

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

05

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

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

St. Joseph's College of Education, tries to actively participate in outreach activities in the community. The main objective of organizing outreach activities is to sensitize students to social issues. Every year during our community living camp we organise Street plays and awareness rally in the nearby villages, where the camp is organised. Street plays on Digital India, swatch Grama,

protection of Child Right and Health is Wealth were organized.

A new Initiative we in collaboration with MDES organized a week long teacher enrichment workshop for rural and all teachers working under MDES institutions. Our faculty members worked as a resource persons. College has MoU with Sneha Bindu trust by giving old newspaper for making carry bags.

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

Every year it has become a practice to take up topics that create awareness and sensitize the students of class 8 and 9th on the social issues through innovative classes. Topics such as Child marriage, Female foeticide, Dowry harassment, Child labour etc.

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

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

00

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

3.4 - Collaboration and Linkages	
3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
02	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
02	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
09	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation	Three/Four of the above

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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

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

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

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

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

09

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

67

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

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library forms the backbone of any institution for all its educational and curricular activities. The students are encouraged

to avail the library facilities. Our library is a wide repository of books, journals, periodicals, newspapers, CDs, rare books, e-resources, bound volumes of journals, previous years' question papers, newspaper clippings etc..

The library is fully automated. E-Lib Software.

OPAC : Online Public Access Catalogue.

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

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

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

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://stjcollegeofeducationmysuru.in/facilities/
Any other relevant information	View File

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

Students and teachers have access to the INFLIBNET facilities both in the campus as well as remote. More than 1,99,500+ e-books and 6,000+e-journals can be accessed to the enhance the teaching-learning process and to better equip them with required knowledge and skills.

Facilities available in the library

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

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

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

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

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

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

Four of the above

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

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

0.56

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

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

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

886

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

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

One of the above

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

4.3 - ICT Infrastructure

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

Our college is well equipped with an Information and Communication Technology (ICT) facility with very good computers with dual core processors. Each and every student is making use of these ICT facilities which helps students to make themselves technologically sound and to have good technology skills. Our Wi-Fi was installed during 1st April 2018 with a bandwidth of 300 Mbps speed where students can make use of the Internet connection, browse the web for educational purposes. Our students are making use of the Information and Communication Technology for their academic development such as creating teaching and learning materials, ICT based simulation Lessons, for learning and creating teaching aids and also for e-learning and e-content development, upgradation of Kaspersky Antivirus for all the systems to protect it from malware (virus)

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

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

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

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

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

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS
File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Two of the above
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://stjcollegeofeducationmysuru.in/e-content/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://stjcollegeofeducationmysuru.in/teacher/
Any other relevant information	No File Uploaded

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

43

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

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

PHYSICAL AND ACADEMIC FACILITIES

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

Proper maintenance is done for successful use of lab, Sports, Library, Computer and Classroom equipment.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
37	95

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

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

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

9

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

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

18

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

5.3 - Student Participation and Activities

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

The Student Council at our college comprises of various committees, and our students actively participate in all of its events. There is a chairman, secretary, and joint secretary and class representatives, who take active part in every activity. Our student council was established this year by Rev. Fr. Vijay Kumar, who also inspired the students and gave them advice on how to prepare for the competitive exams. Student Council and class representatives are in charge of gathering all scholarship applications from other students and submitting them in to the college administration.

There are several committees and bodies at our college that are made up of both teachers and students. Under these committees, our college runs a variety of programs. The events include Matrubhasha Divas, Christmas Celebration, Talents Day, Christmas Celebration, Matrubhasha Divas, Jo Fiesta, valedictory function, Teachers day

Celebration, etc. Students are guided by the teachers to conduct different programs under the Student Council. The discipline committee will take care of the punctuality and discipline of the students in the college. Cultural committee will take care of co-curricular activities weekly. Photography and technical team will support the faculty members to capture all photos and taking care of technical issues. The committees are as follows:

Discipline Committee,

Magazine Committee

Cultural Committee

Sports Committee

Technical Committee

Photography Committee

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

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

26

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

5.4 - Alumni Engagement

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

The alumni of St. Joseph's College of Education have distinguished themselves in various walks of life. Keeping in mind the bond that connects alumni with the alma mater; the institution has maintained close ties with the alumni. The alumni have contributed to the academic growth of the institution. The College IQAC has an alumnus as its member who keeps abreast of the progress and needs of the institution. Two significant contributions by alumni for the development of the institution

1. Alumni who are heads in various practice teaching schools act as mentors for trainees, orienting them about changes in the education system, school administration, and evaluation system. They give demo lessons to the trainee teachers and continuously monitor and supervise all internship programmes. one of the alumni helped to give feedback during micro teaching sessions.

2. Alumni as motivational speakers and judging various cultural events. Alumni members were called to support in NAAC accreditation process and collecting data for AQAR submission They gave valuable feedback to trainees and guided them in teaching skills. They even judged some of the events in college.

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

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

Three/Four of the above

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

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

1

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Establishing an active, helpful, and involved alumni network is essential to the success of an institution. Both the institutions and the alumni gain a great deal from excellent alumni relations. Alumni are the best people to represent an institution. The majority of our graduates are successful in government, aided, and private schools; some even hold leadership positions at the establishments. The majority of our practicing schools are led by alumni, and we have a galaxy of alumni working in various MDES schools on campus and outside. During the induction / orientation ceremony at the start of each academic year, it has been customary to ask our alumni to share their thoughts about the college, their knowledge of the educational profession, and how our institution made a difference in them. The majority of our practice schools are run by our former students. During practice teaching, our students are lucky to get excellent coaching. When our students go for internships, the heads help them get settled in, give them advice, mentor them, and inspire them. A few older teachers are tasked with mentoring the group of students who attend their school.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

Mission: To facilitate with required educational paraphernalia and resources to equip the teacher-student fraternity for convincingly

imbibing the vision of the college with sound foundation in personal and career development integrated with professional, pedagogical and social skills to innovatively and creatively fulfil the demands of modern education.

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

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

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

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

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

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

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

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

Administrative Transparency: Service Rules Book is available to provide information on service rules, code of conduct and benefits available to the staff. Interaction sessions for parents and students in reference to their consent towards selection of pedagogies, activities and fee structure during admission are

discussed in detail. Transparency maintained with respect to the fees structure. Student related certificates, scholarships, bus pass etc., are provided only on receiving prior requisition letter by the candidate. A special fee concession is provided based on their regularity, punctuality and their performance in the first semester.

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

6.2 - Strategy Development and Deployment

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

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stjcollegeofeducationmysuru.in/DynamicPages/Academics/?prd=1018
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

St. Joseph's College of Education, Mysore managed by the MDES, follows a system of decentralized administration. It has a Governing Body that contains Secretary and correspondent, Management representatives, Governing council with Principal as member secretary, University representative, staff in-charge as a member. The staff Council which conducts regular academic meetings with Principal, IQAC Coordinator, teaching and administrative staff. The college's Internal audit system IQAC plays a pivotal Page 71/88 24-09-2024 12:17:36 Annual Quality Assurance Report of ST.JOSEPH'S COLLEGE OF EDUCATION role and nominates special invitees from industry and research institutes with alumni members and senior staff. The evaluation committee during every semester scrutinizes the question papers for tests. Celebrations is according to the deadlines of the calendar. The mentoring sessions for students are planned twice a week. Hundred percentages on the account of attendance of both students and staff is made compulsory from the management and the list of students with shortage of attendance are displayed on the notice board on the monthly basis. The recruitment process follows norms according to NCTE, University and Government of Karnataka pertaining to minority institutions and starts with advertisement. Selection is done adhering to standard selection procedures by a panel consisting of the Head of the departments, an external subject expert, representatives from the management.

File Description	Documents
Link to organogram on the institutional website	https://stjcollegeofeducationmysuru.in/organogram-2/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Staff Council and IQAC: based on the decisions are taken in IQAC meeting.

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

Placement Cell: TET and CTET coaching for both Kannada and English medium students and Online Quiz and mock TET was launched for all the B.Ed students.

Equal Opportunity Cell: visit to 'Odanadi', as participants of international yoga day to stop human trafficking.

Sports and Cultural Committee: Organizing sports and cultural events like tribal dance, cooking without fire and treasure hunt during community Living Camp. The extravagant Art expo and Workshop on basic stitching patterns, using flipped learning methods were organized.

Mathematics Club: Preparation of Math Almanac, remarking mathematicians around the world and a Compendium on difficulties in mathematics, Celebration of Pi day and the birth anniversary of Srinivasa Ramanujan .Language club: world poetry day and Kannada poem recitation competition.

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

6.3 - Faculty Empowerment Strategies

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

The management recognizes that the growth of the institution depends on the well-being and strength of its employees. Dignity is ensured for every type of job and the interdependence and respect for each other is evident in the day-to-day functioning. There are a number of welfare measures in place for all staff members. St. Joseph's College of Education attributes to ensure unity in diversity which is essential for the holistic well-being of the employees. A sense of belonging and solidarity is ensured by the regular coming together of the staff for meetings and celebrations. Annual incentive of Rs 1000/- is provided for every Page 73/88 24-09-2024 12:17:36 Annual Quality Assurance Report of ST.JOSEPH'S COLLEGE OF EDUCATION teaching faculty on Teacher's Day and or those with hundred percentage attendance, as an appreciation and monetary gift of 12 day salary is provided. Take home salary of employees means the salary for which they sign in the attendance register; the college management has ensured accountability and transparency by transferring the salaries to employees' bank accounts in the campus branch. Every employee drawing a gross salary of Rs.21,000/- and below enjoys provident Fund to fall back on after their service.

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

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

0

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

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

1

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

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

5

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

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

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

are collected by staff and encouraged to enhance their academic with assurance of providing necessary support.

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

6.4 - Financial Management and Resource Mobilization

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

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

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

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

42530

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

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

A detailed monthly budget for expenditure is prepared by the IQAC and staff council before the beginning of each semester and presented to the Governing Body through the Principal, which allocates funds based on the priorities and significance of the events and projects as per the academic calendar. Also one annual budget is prepared in the office by the administrative staff under the supervision of the principal regarding the yearly expenses involved in the B.Ed programme. Financial plans are made towards infrastructure improvement such as building additional ICT-enabled classrooms, laboratories and space for other amenities. Efforts are made to augment finances and adopt economic measures in some areas to ensure overall growth of the college. There has been a regular increase in the salaries and allowances paid to the staff over the past five years because of this financial planning. Apart Page 77/88

24-09-2024 12:17:36 Annual Quality Assurance Report of ST.JOSEPH'S COLLEGE OF EDUCATION 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 sponsorer'sfixed deposit which is used to felicitate the meritorious students during Graduation Ceremony.

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

6.5 - Internal Quality Assurance System

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

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

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

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

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

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

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

99

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

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

Four of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Since 2016, after the First cycle of NAAC, St Joseph's College of Education has initiated relevant changes in its academic and administrative process, keeping in mind the needs and changes related to Teacher Education Institutions.

The incremental improvements achieved within the institution due to quality initiatives since the previous accreditation under the IQAC of the institution are:

1.The college has introduced value-added courses such as Value Education and Theatre Skills Value Education, aims at training the student teachers to face the outer world with the right attitude, professional ethics and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, spiritual development, etc. Theatre skills are the essential features to be an effective teacher. It reflects on the capabilities of a student teacher to demonstrate himself/herself as medium of communication both verbally and non-verbally. ICT blended education system: The second incremental improvement achieved by the institution due to quality initiatives under IQAC of the college is the active use technology. Increased number of projectors, Latest desktops with updated processors, and cameras for virtual teaching, Webinars and workshops for teacher educators to make use of online modes of teaching, etc.,

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

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution's Energy Policy and Management In our campus, we are not using any alternate sources of energy, but throughout the year we are promoting value to reduce power consumption and creating awareness to use alternate sources of energy. OBJECTIVES OF ENERGY MANAGEMENT To reduce energy consumption by improving energy efficiency To employ good housekeeping practices used to decrease wastages To reduce environmental degradation to the maximum INSTITUTION'S ENERGY POLICY Turn off the lights in a room whenever natural daylight is sufficient. Turn off the fan in a room or hall whenever natural air is sufficient. Unplug equipment that drains energy when not in use, such as cell phone, laptop, phone chargers, computers and LCD projects. Use power strips for all your workspace to unplug multiple appliances with one quick switch. Replacing LED bulbs to pledge to maintain green and plastic free campus THUMB RULES each classroom is ventilated with proper light and we are not using the air conditioner. Students are instructed and motivated to switch off light and fans when they leave the class rooms. Suggestion to use LED bulbs that consume the least power is given. We have been replacing LED bulbs when damage found in our campus.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Throughout the year we are promoting and practicing the effective implementation of waste management. Since the institution is located in the prime position of the city, MCC (Mysore City Corporation) daily takes the garbage away. Within the campus, we segregate dry and wet waste. An initiative was taken by the Eco Club members to recycle the used pens. Initially, an orientation was given in the assembly and the objectives spelt out. A box was kept wherein the students and staff were asked to drop their used pens, CD writers into the box. Arrangements were made and staff of the corporation was asked to collect once in three months. The corporation would take it for recycling. We motivate our teacher trainees to use waste

products to make their own teaching-learning aids, which helps them to think differently and creatively and make use of waste to the best. In our campus, we have strictly prohibited thermocol sheets and its products. Every year we repair and reuse damaged things like benches, chairs and tables to save money and reduce waste.

THE INSTITUTION POLICY FOR WASTE MANAGEMENT

1. Waste segregation within the campus
2. Avoid plastic materials
3. Encourage paperless policies and online interaction

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

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

Two of the above

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

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

Three of the above

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

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

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

Highlight of institution:

A green campus with lots of trees and plants

Restrictions on usage of plastic products

Restrictions on the use of cell phones to reduce radiation

Classroom is not overcrowded

Classrooms are well-ventilated and that has enough daylight

College provides custodial services for the public areas including washrooms, lounges, classrooms, library hall, the corridor, staffroom on a daily basis.

Our institution has four water suspenders of drinking water, i.e., one for every 50 students in the hallway.

Each classroom has dustbins.

Each day faculty monitors in-charge classroom sanitation

Central cleaning services in the institution yearly twice

Well maintained garden

Awareness programs on health and hygiene

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

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

Four of the above

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

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

0.31,250

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Teaching Practice

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

Community living camp

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.

Special programs

- Traffic Awareness Programme by Mr.Lava Sub Inspector, Mysuru on 23-01-2024
- Special Talk on Forensic Science by Dr. Arul Selvi Senior Scientific Officer, CID Branch, Mysuru on 28-02-2024
- Special Lecture On Gender Sensitization by Mrs. Sumana, Advocate, Mysuru on 07-03-2024
- Awareness Programme on Cyber Crime by Mr. Muniyappa, Sub Inspector, Mysuru on 07-05-2024
- Special Talk on Traditional Dolls of Karnataka by Mr. R. G. Singh, Secretary, Ramsons Kala Pratishtana, Mysuru on 07-06-2024

Local Visits

- Visited to All India Institute of Speech and Hearing, Mysuru

on 09 -02-2024

- Visited to Mysuru Milk Dairy on 02 -03-2024
- Visited to Regional Museum of Natural History, Mysuru on 02 -03-2024
- Visited to Mysore Palace on 02 -03-2024

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

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

A. All of the above

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

7.2 - Best Practices

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

Best Practice 1: Holistic Development through Value-Added Courses (VACs)

1. Title: Nurturing Holistic Development through Value-Added Courses (VACs)

2. Objectives:

- To equip students with essential life skills beyond academics, fostering well-rounded individuals.

The Practice

St. Joseph's College of Education (SJCE) recognizes the importance of holistic development and goes beyond the traditional curriculum to offer a comprehensive suite of Value-Added Courses (VACs).

- Value Education
- Communication Skills
- Theatre & Art Integration
- ICT Applications in Education Advantages

1. Evidence of Success:

- Track student participation and completion rates for VACs.

Best Practice 2: "Grow to Lead"

1. Title of the Practice: "Grow to Lead" - Nurturing Future Leaders

2. Objectives of the Practice:

- To cultivate comprehensive leadership potential

3. The Context:

The "Grow to Lead" was established to address the need for holistic student development beyond academics.

4. The Practice:

the verious activies were conducted by different clubs during the academic year 2023-24

4. Impact

Since the activities are student-led initiatives, encourage students to take ownership of club activities and decision-making processes. it helps to foster creativity and innovation among slow learners and introverts

5. Evidence of Success

Increased Student Confidence

Enhanced Leadership Skills

Community Impact

Improved Academic Performance

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

7.3 - Institutional Distinctiveness

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

Special Assembly

St. Joseph's College of Education, Mysuru, actively celebrates national and international days through engaging special assemblies. These assemblies serve as platforms to raise awareness about significant social, cultural, and environmental issues. Students deliver insightful speeches highlighting the history, significance,

and contemporary relevance of the day being celebrated.

These special assemblies not only provide a valuable learning experience for students but also contribute to the overall cultural and intellectual growth of the college community. By commemorating important days, the college fosters a sense of global citizenship and encourages students to become responsible and informed individuals.

Art Workshop

The 5-day art workshop at St. Joseph's College of Education, held from 16th to 20th January 2024, successfully guided students in creating 172 eco-friendly bags from recycled materials. Led by Dr. Chaluvarajaswamy K T, the workshop focused on bag-stitching techniques, sustainability principles, and the environmental impact of the fashion industry. Students not only learned a valuable new skill but also gained a deeper understanding of responsible consumption.

The workshop's success demonstrates the potential of art education to foster sustainability. The college plans to continue these initiatives, exploring other eco-friendly art projects and engaging with the local community to promote sustainable practices.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File