



**SELF STUDY REPORT
FOR
1st CYCLE OF ACCREDITATION**

ST. THOMAS COLLEGE OF EDUCATION

**PLOT NO. 33, A/2, KNOWLEDGE PARK III
201310**

www.stthomascollege.co.in

SSR SUBMITTED DATE: 30-01-2022

**Submitted To
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

January 2022

Introduction:

Established in 2013, St. Thomas' College, Greater Noida is an institution of the Diocese of Delhi, Church of North India, located in the lush environs of the Knowledge Park, Greater Noida. It highlights our very own 'LIVEWARE' educational philosophy. The college commenced a Bachelor's in Education Programme (B.Ed.) from the academic session 2014- 2015. St. Thomas' College of Education is recognized by the National Council of Teacher Education and is affiliated to Chaudhary Charan Singh University, Meerut vide letter no- " Affiliation/ 723 "(college code - 1182). Offering holistic education is our mission. Sculpting balanced, complete, and efficient individuals is our passion. Faith in the Almighty is our life-Spirit. Service to humankind is our impetus.

Vision:

- Instilling in students an unwavering faith in God. A passion for academic excellence.
- An abiding commitment to improve the quality of life in schools and society.
- A passionate resolve to train teachers who are capable of responding to the changing needs of the modern society and be creative, committed and compassionate.
- Dynamic agent of social change by adopting socio-cultural ethics.

Mission:

To achieve our mission and vision, following actions are being taken:

1. Experiences and qualified faculty members have been appointed for effective teaching Learning.
2. The Lecture halls are equipped with latest technical devices such as LCD
3. Projector, Public Address System, and OHP.
4. Study Materials and Question Banks on each subject are provided to all the students. It enables them to grasp their subjects in a better way and to prepare for the university Examination.
5. For effective teaching learning process, Institute has adopted Two Way Teaching Methodology. Under this methodology, After completion of each unit presentations, charts and assignments are prepared and presented by all the students. It helps them to comprehend theoretical concepts. In addition to theory classes, trainings and industrial visits are the fundamental part of teaching in our Institute; Students participate in short term practical training and internship.
6. For better exposure to the knowledge, institute organizes Seminar, Conferences, and Guest Lectures through which students get opportunities to interact with experts and academicians of national and international repute.
7. Placement is an essential aspect of professional courses. The institute has a placement cell which provides placement assistance to all the students and gets them placed in reputed organizations.
8. Institute celebrates and organizes jayantis of Great Personalities. The main objective of celebrating these jayantis is to sensitize our students to feel responsible towards nation and society. It also helps in all round development of the students.

SWOC**Institutional Strength :**

As a leading and only minority institution in neighbourhood, St. Thomas College of Education (STCE), Greater Noida is a co-educational institution. The main strength of the College rests on providing a gender-sensitive and empowering education which assist students to realise their potential and self-worth and enabling them to make a significant contribution in all spheres of national and global development. The College follows a dialogic process with its stakeholders and has a robust system of collecting feedback from students, teachers, alumni, and employers. The continuous evaluation and suggestions given by the stakeholders are regularly analysed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution. STCE seeks to uphold the dignity and worth of every individual who is part of the institution particularly its young student community. It has a 'zero-tolerance policy' towards sexual harassment. All members of the staff refrain from verbal, non-verbal and/or physical misconduct of a sexual nature in their interactions with students, other college staff, and visitors to the college. Members of the Governing Body are eminent and experienced academicians and administrators who contribute substantially towards quality enhancement. STCE has committed Management and experienced and diligent faculty. It emphasises on empowerment and enlightenment of students through gender equality and value based education aimed at fostering informed global minds with competitive and learner friendly academic environment. It believes in holistic development of students and emphasises on community and social work along with classroom activities. It has student support system and mentoring process. The College admits students from diverse backgrounds which promotes a multi-cultural ethos on the campus. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution. There is a vibrant Research and Collaboration Committee that encourages research activities among the faculty and students.

Institutional Weakness :

For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased. STCE is primarily an undergraduate college which focuses majorly on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research rigor on campus. The College being affiliated College of Chaudhary Charan Singh University, Meerut is bound to follow the curriculum devised by the University and therefore does not allow for flexibility in curriculum design and delivery. Limited resources in the use of digital technology to enhance

teaching-learning on campus. The College has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities. Liberal fee concessions, scholarships and facility of making payment in instalments to enable the poor and marginalized sections of the society to enter the mainstream of social system needs to be systematized. Lesser autonomy in curriculum designing making less chances of experimentation in new educational opportunities post-pandemic.

Institutional Opportunity :

Convenient connectivity of college campus from entry-exit point of Greater Noida ie “parichowk” makes it within approach of students. Separate hostel for girl students in the campus, is icing on the cake! Introducing new value oriented and skill development courses for enriching knowledge of our students and special in-house Counsellor Support for our students. The potential to collaborate with Universities in India and abroad and develop multidisciplinary academic collaborations/ faculty and student exchange programmes etc., is abundant as STCE has a wide network of working relationships with academicians and practitioners both at the national and international levels. Being a minority Institution, STCE provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission. Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions, to carry out certificate programmes, add-on courses, etc. This will provide the scope to create more teaching-learning material and contribute to the various fields of education. With the recent employment trends that require a more highly skilled workforce, STCE can initiate professional and job-oriented courses that meet the current needs of the society. Senior faculty members are equipped with knowledge and skills to train and conduct FDPs that induct the younger generation of students and faculty into the high quality of teaching and learning skills that stem from the timeless vision and mission of STCE. Given the emerging educational needs and the constant change in the structures of work and employability, STCE has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae. Over the years STCE has been trying to develop its own credibility and establishing strong bonds with other colleges and Universities.

Institutional Challenge :

St. Thomas' College, Greater Noida (Established 2013) is an institution of the Diocese of Delhi, Church of North India, located in the lush environs of the Knowledge Park, Greater Noida. It highlights our very own ‘LIVEWARE’ educational philosophy. The college commenced a Bachelor’s in Education Programme (B.Ed.) from the academic session 2014- 2015. St. Thomas' College of Education is recognized by the National Council of Teacher Education and is affiliated to Chaudhary Charan Singh University.

The College Offers holistic education and is dedicated in sculpting balanced, complete, and efficient individuals. Faith in the Almighty is our life-Spirit. Service to humankind is our impetus.

Despite these achievements there are few challenges faced by the institution as is the case with any aspiring educational entity. Firstly during Covid times it was a bit difficult for some students to cope up with the online teaching pedagogy.

Secondly, now maintaining physical attendance of Students in the Campus is a bit challenging because parents are still wary about Covid and well being of our students.

Thirdly, being a Private Institute, its herculean task to secure funds from government and other Sources.

Fourthly, the Institute is endeavoring to increase its research output.

Lastly E- learning resources like E – books are not present adequately; this short coming has aggravated many folds due to Covid.

The Institution is confident that in the coming years, these challenges will be resolved.

Criteria wise Summary

Curricular Aspects :

The College is affiliated to CCS University Meerut and the curriculum prescribed by it is strictly adhered to. The college adopts strategic plans for effective implementation of the curriculum. For executing academic activities, planning is done before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum at various levels like Board of Studies and Academic Council. The College has taken initiative to start add-on courses like Value Education, to improve teaching practices; teachers are encouraged to contribute their articles, research papers in national and international journals and to attend orientation and refresher courses. The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics.

Teaching-learning and Evaluation :

The college admits students in compliance with norms and Reservation Policy of CCS University and State government. The college conducts remedial teaching and special attention is paid to slow learners. For intellectual stimulation, advanced learners are given projects and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion, exhibitions, etc. and problem solving methodologies like case studies are adopted to ensure optimum learning outcomes. Interactive teaching is ensured through the usage of PowerPoint and multimedia presentations. Career Counseling Cell and Mentor-Mentee groups deal with academic and stress related issues. The students are evaluated and

assessed on the basis of their performance in house examination, attendance, projects and presentations to ensure transparency. An Examination Board has been set up to provide an effective and transparent mechanism to deal with examination related grievances.

Infrastructure and Learning Resources :

St. Thomas' College recognizes the importance of research in academic pursuit. To inculcate an interest in the students and the faculty for the same, efforts are constantly made. From time to time the college organizes national seminars and workshops. Around 15 research articles and research papers. Our college has been oriented towards socially responsible activities like community outreach programmes. Extension activities like street plays, rallies, visits to old age homes are conducted to create awareness about various issues of Swachhata and gender equity. In order to provide assistance and support to the students linkages (MOU) with various colleges have been established. Field visits and educational trips are organized to bridge the gap between theoretical and practical application of knowledge.

Student Support and Progression :

The college is committed to excel by extending academic, financial, professional and psychological assistance to every student. Liberal concessions, Government and Non- Government scholarships are provided to needy and meritorious students. The college provides career counseling, remedial coaching, and personal counseling for enhancement of capabilities of students. The institution has a placement cell to assist the outgoing students in seeking employment. The college has a Career Counseling Cell to guide students regarding career avenues. A Strong Student Grievance Redressal Committee and Anti-Ragging Committee have been established to redress student's grievances. The institution makes strategies and policies to enhance students' participation in creative, cultural and sports activities. It is worth mentioning that our students have won a number of prizes in sports at district, state, national and international level bringing fame to the alma mater.

Governance, Leadership and Management :

The College has well defined vision and mission and concrete and dedicated efforts are made for quality and value based education. The governing body works in collaboration with Principal to regulate and maintain an amicable and scholastic environment. The Principal along with Deans, HOD's and administrative staff steers the college towards fulfillment of its objectives. The college promotes a culture of participative and decentralized management. A large number of committees have been constituted which are competent and empowered enough to formulate and execute plans and evaluate the outcome.

Institutional Values and Best Practices :

The college regularly organizes gender equity programs to generate an inclusive culture. Safety and Security is ensured through an extensive network of CCTV cameras and security guards. Provision of Common room and exclusive amenities creates comfort zone for girls. Student Counseling System encompassing Mentor Mentee groups, Tutorials and Career Counseling Cell is in place. The College has a rain harvesting unit. Budgetary allocation for green initiatives and green practices are religiously followed. The college facilitates the differently abled by providing ramps and wheel chairs.

Research and Outreach Activities :

2021 Community Outreach Programme (Anganwadi) Anganwadi Programme Integrated Child Development Services (ICDS) is the only major national program that addresses the needs of children under the age of six years. It seeks to provide young children with an integrated package of services such as supplementary nutrition, health care and preschool education. Because the health and nutrition needs of a child cannot be addressed in isolation from those of his or her mother. The program also extends to adolescent girls, pregnant women and nursing mothers. The stated objectives of ICDS are given below:

Objective of Anganwadi Programme

- To improve the nutritional and health status of children below the age of six years
- To lay the foundation for the proper psychological, physical and social development of the child.
- To reduce the incidents of mortality, morbidity, malnutrition and school dropout.
- To achieve effective coordination of policy and implementation among various departments
- To promote child development.
- To enhance the capability of the mother to look after the normal health, nutritional and developmental needs of the child through proper community education. St. Thomas' College of Education, Greater Noida organized a community outreach program on 26th Nov 2021 at Anganwadi, Tugalpur, Greater Noida. In which Our B.Ed Ist & IInd year Students along with faculty participated in different activities. They had Meeting with Ms. Sunita Devi (Center Incharge) & Ms. Arti Devi (Asst. Incharge) and discussed about the Anganwadi Programme, Balanced Diet for Children and Pregnant women attached with Anganwadi. Drawing activity was conducted by the B.Ed. Student with Anganwadi 60 students. Activity kit and Refreshments were distributed to all Student participants. Informations were given about the healthy and balanced diet For Pregnant women by the B.Ed. Students.

Profile

BASIC INFORMATION

Name and Address of the College

Name	ST. THOMAS COLLEGE OF EDUCATION
Address	Plot No. 33, A/2, Knowledge Park III
City	Greater Noida
State	Uttar pradesh
Pin	201310
Website	www.stthomascollege.co.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Anuradha Amos	0120-9818502350	9560697527	-	stce.jerwood@gmail.com
IQAC / CIQA coordinator	Mugdha Anand	-	9910120448	-	mugdha1in@gmail.com

Status of the Institution

Institution Status	Private
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Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minority institution	Yes Minority Status - National & State 12.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details

State	University name	Document		
Uttar pradesh	Choudhary Charan Singh University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-03-2014	42	NCTE provides one time Permanent Recognition order

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?

No

Is the College recognized for its performance by any other governmental agency?

No

Location and Area of Campus

Campus Type

Address

Location *

Campus Area in Acres

Built up Area in sq.mts.

Main campus area

Plot No. 33, A/2, Knowledge Park III

Urban

3.25

3869.27

ACADEMIC INFORMATION**Details of Programs Offered by the College (Give Data for Current Academic year)**

Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduate	English,Hindi	100	85

Position Details of Faculty & Staff in the College**Teaching Faculty**

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	2	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff

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

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	3	0	3

Provide the Following Details of Students Enrolled in the College During the Current Academic Year						
Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	37	3	0	0	40
	Female	56	25	0	0	81
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	30	3	6	29
	Female	8	3	4	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	3	3	2
	Others	0	0	0	0
OBC	Male	5	4	2	1
	Female	11	19	22	4
	Others	0	0	0	0
General	Male	9	12	10	4
	Female	69	48	44	21
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		134	92	91	78

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Not Applicable
2. Academic bank of credits (ABC):	Not Applicable
3. Skill development:	Not Applicable
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Not Applicable
5. Focus on Outcome based education (OBE):	Not Applicable
6. Distance education/online education:	Not Applicable

QIF**1. Curricular Aspects****1.1 Curriculum Planning**

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

Answer:

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members , Administrative Staff, IT staff , management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Answer: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

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

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Answer: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document

Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

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

Answer: 100

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

Answer:

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

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

Answer:

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

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

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

Answer: 0.2

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

Answer:

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

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

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

Answer: 0

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

Answer:

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

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

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities

4. Academic Advice/Guidance

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer:

The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs. The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program. Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers. Student teachers are prepared to manage the diverse learning needs of students in schools. The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance. Evaluation and evaluation results are used to improve the performance of students and course transactions. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning. The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation. Infrastructure and Learning Resources This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution: The institution has adequate physical infrastructure facilities to run educational programs efficiently. The institution continuously enhances its infrastructure to keep pace with its educational development. Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements. The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies. The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices, expected of a quality institution: The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition. The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities

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

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

Answer:

Everyone in our campus is quality conscious, which has been helping to strengthen self-esteem. A variety of learning experiences help learners achieve sequential optimum progress. Teacher education plays a vital role in reforming and strengthening the education system of any country. A sense of introspection has helped our faculty, student, administration and the management by following the principal of vision for lifelong learning. Strategies for learning, skills, technology for easy learning, resources for maximizing facilities. Organization for student support service, internal evaluation for remedial teaching that where they stand and that their merits and demerits our, the effort of our college is a collective one. This self-assessment exercise is to articulate and inculcate quality consciousness across the institution and not a cosmetic show to the outside world, every faculty member remains with a

strong belief that quality is the only way to succeed and sustain. Under the able and the far sighted leadership of our principal and under the benevolent supervision and advice of our correspondent and the collective cooperation of the steering committee, this strenuous task has been achieved. Our management has given their personal attention and cooperation at every stage of this important task.
<http://www.stthomascollege.co.in/anganwadicomunityoutreachprogramme.html>

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

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

Answer:

Teacher Education programs recognize the diversity of human intelligence and aspire to hone professionals who are deeply rooted in the fields of Languages, Arts, Humanities, Social Sciences, Mathematics, and Sciences. STCE firmly believes that teachers constitute the most important human resource in our country. As such, these programs uphold its ideals in honing future eloquent and highly qualified professional in the elementary, secondary, and college levels which imbues with the ideals, aspirations, and traditions of shibboleths of STCE life and culture. They will be professionals who are equipped not only with the necessary pedagogical skills but also with the adequate and updated knowledge in their fields of specializations and an attitude of a compassionate educator providing relevant and sustainable education.

1.4 Feedback System

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

Structured feedback is obtained from

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

Answer: B. Any 4 of the above

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

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

Answer: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

2. Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Answer: 56.2

File Description	Document
Data as per Data Template	View Document

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

Answer: 0

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

Answer:

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

0	0	0	0	0
File Description				Document
Data as per Data Template				View Document

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

Answer: 0.36

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

Answer:

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

File Description					Document
Data as per Data Template					View Document

2.2 Honoring Student Diversity

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

Answer:

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 assessment of the learning levels of the students is done by the teachers in the classrooms during lectures and through conducting class tests, assignments, tutorials, etc: on the basis of which slow and advanced learners are identified. Specific teaching- learning methodologies oriented to the needs of such students are then discussed and implemented.
- The institution has developed mechanism to assess the learning levels of the students after admission This is done through the following methods:
- Unit Test: After the completion of each unit, unit test is conducted to find out low achievers and high achievers; First unit test confirms the entry level of students and identifies them as advanced learners and slow learners.

“The institution has adopted the following mechanism to provide educational assistance to advance learners and slow learners:

1. Programmes for slow learners:

a) **Remedial classes** - After first unit test, students with difficulties are identified Later on, remedial classes are arranged for the slow learners, These remedial classes are organized after the regular time-table.

b) **Tutorial classes:** Tutorial Classes are also arranged, in order to facilitate academic support to the Students.

C) **Chart Making:** Slow learners are given the chart making task. Inn the chart making process slow learners exhibit learning at their pace.

2. Programmers for Advanced Learners:

The institutions has adopted the following mechanism to provide educational assistance to advance learners

File Description					Document
Documentary evidence in support of the claim					View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

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

Answer: B. Any 4 of the above

File Description	Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

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

Answer: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Answer: 23.6

2.2.4.1 Number of mentors in the Institution

Answer: 5

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Answer:

NOT APPLICABLE

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members , Administrative Staff, IT staff , management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

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

Answer: 18.87

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

Answer:

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

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

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

Answer: 31.36

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

Answer: 37

File Description	Document
Data as per Data Template	View Document
Any additional Links	View Document

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

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

Answer: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Link of resources used	View Document

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

Answer:

It is widely proven that mentoring has significant behavioral, attitudinal, psychological, motivational and career benefits. It is also perceived as an effective means of knowledge transfer. Considering the immense benefits of mentoring, the college initiated a mentorship programme for students in 2020. Furthermore, the need for introducing mentorship was felt due to complete change in the mode of teaching-learning arising out of pandemic situation. Like other academic institutions, we also switched to complete online mode for conducting classes and other academic and co-curricular activities. The shift had its own challenges for both students and teachers. Students were facing many issues due to social isolation and their inability to meet their peers and faculty members in a physical manner. In order to reduce the stress and increase interaction between students and the teachers, the college started the mentoring programme. Each class was divided into small groups of 10-12 students and one faculty was assigned as the mentor of that group. The mentor-mentee group meet periodically to discuss any issue students may be facing. The meetings were usually pre-arranged but they were sometimes scheduled as per the need of the student or the moment. Initially the meetings were held at least once a month to facilitate rapport building within the team.

The mentor-mentee meetings have turned out be an effective way of reaching out to students during the pandemic. It gave them a unique opportunity to connect with each other and enabled discussions on a wide range of issues ranging from personal, social, health (mental/physical) to issues concerning studies and career. St. Thomas College has an experienced faculty and they carried out their role as a mentor with commitment and expertise expected of a good mentor. During these meetings they wore multiple hats; they were guides, coach, friends and counsellor. They patiently listened to their issues, provided them with necessary guidance and addressed their concerns by providing appropriate support, resources and references whenever needed. They did all this while also maintaining strict confidentiality of information shared by their mentees.

Methodologies, brainstorming, focused group discussions, online mode etc. for enhancing student learning.

Methodology of teaching is an important indicator of an institutions' educational philosophy and goals. It refers to general principals and instructional strategies used by teachers for classroom instruction. Teachers of St. Thomas College predominantly use student-centric approaches to teaching and learning. This approach necessitates active participation of students in the learning process. The teacher's primary role is to facilitate learning by creating learning opportunities, selecting comprehensible materials and creating experiences which lead to active construction of knowledge by students.

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

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

1. Special lectures by experts
2. 'Book reading' & discussion on it
3. Discussion on recent policies & regulations
4. Teacher presented seminars for benefit of teachers & students

5. *Use of media for various aspects of education*

6. *Discussions showcasing the linkages of various contexts of education- from local to regional to national to global*

Answer: D. Any 2 of the above

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

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

Answer:

The passionate faculty members are the assets of our institution. They are encouraged to upgrade their qualification, attend Workshops, Seminars, and Refresher and Orientation courses to gain clarity regarding latest developments in their subject. ICT enabled teaching is imparted to keep pace with digital age. Audio Visual aids are applied to accelerate the learning process. Great minds are invited to transfer information which enriches the reservoir of knowledge of students. Interface with eminent scholars are arranged to broaden the outlook and acquaint the students with latest streams of thought in their subject. The departments also screen movies and documentaries to engage the students in an interesting portrayal of their subject. The students are regularly given assignments and projects to hone their aptitude for research. They are made to showcase their academic worth through Power Point Presentations. In addition to academic pursuits within college campus, Educational trips are also used as tools for optimizing concept development and promoting experiential learning among students. Access to a well-stocked library with internet facility, e-learning sources, has enabled them to achieve extensive academic growth.

2.4 Competency and Skill Development

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

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

Answer: C. Any 4 or 5 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

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

Answer: C. Any 4 or 5 of the above

File Description	Document
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Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

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

Answer: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Answer: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Answer: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

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

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

Answer: D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	View Document

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

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

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..**Answer:**

All the students B.Ed. 2nd yr. are hereby informed that this is a very important notice regarding School Internship in schools as per CCS University, Meerut and part of your B.Ed. training. This training is expected to start in the 2nd week of November 2021 for which you have to come to college on 27/10/2021 and 29/10/2021. Your physical presence in the college is required to collect the Internship Letter, 2nd yr., Stationery Set, Uniform Saree and ID card from the college, failing which no letter will be given through any other mode (mail/whatsapp). Also, submit your 2nd yr fees latest by 31st Oct. 2021 (pls. ignore if already paid), otherwise you will not be allowed for the School Internship Program.

Dr M K Tyagi
Dean, Academics

2.4.9 Average number of students attached to each school for internship during the last completed academic year**Answer:** 40**2.4.9.1 Number of schools selected for internship during the last completed academic year****Answer:** 2

File Description	Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Answer: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Answer:**

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

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

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

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

Answer: E. None of the above**2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

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

Answer: E. None of the above

2.5 Teacher Profile and Quality

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

Answer: 66.25

File Description	Document
Data as per Data Template	View Document

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

Answer: 28.3

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

Answer: 3

File Description	Document
Data as per Data Template	View Document

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

Answer: 0.5

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

Answer: 3

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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

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

Answer:

The faculty members keep themselves updated professionally by participating in regular discussions both within the house as well as through formal and informal interactions, seminars and activities with academics of other institutions. The purpose of these interactions was to invite faculty members to share their knowledge, day-to-day experiences, challenges they faced, problem-solving and planning for the forthcoming sessions. During the last two years, extensive discussions and brainstorming was carried out to deal with the challenges of online teaching and how this medium could be strengthened. The faculty underwent online courses on digital learning and they shared their knowledge with other members to help them enhance their knowledge about effective use of online learning platforms.

The interactions are also aimed at taking up current developments and issues in the field of education. One such topic of current significance was the introduction of National Education Policy 2020. Various interactive sessions were conducted between faculty members as also between students and faculty, wherein different aspects of the Policy were discussed. An online panel discussion was organized on 14 September 2021, to discuss various recommendations of this policy, the vision and purpose along with its long-term impact on the education system of the country. Eminent scholars and educationist were invited as speakers in this online event. These discussions enabled expression of divergent perspectives along with critical analysis of the key changes proposed in the document.

To further the College's agenda of faculty and student enrichment through discussions and information sharing, a Certificate Program in Inclusive Education was initiated for Pre-service and In-service teachers. The Program's objective is to sensitize teachers towards the issue of student diversity by developing a sound understanding of the concept of Inclusive Education. The Course objectives comprised of focused study of concepts, methods and practice of Inclusion. It entailed identifying and accepting disability, handicap and impairment; developing teaching resources and assessment strategies for learners with different abilities and studying provisions for inclusive education in various policy documents. The course aims to further the vision of NEP 2020 for equity and inclusion by addressing inequality in all its forms and by ensuring access, participation and retention.

St. Thomas College of Education has collaborated with the IBM SkillsBuild for Students and Educators Partner- CSRBOX to create a learning platform to equip young learners with skills relevant in the marketplace in the age of digitization. The collaboration will offer learners and educators a direct access to digital learning resources in various specialized fields currently trending in the industry. Students will earn credentials/badges supported by the industry which, in turn, will enable them to jumpstart career exploration. The objective of this Letter of Understanding is to share knowledge, resources and jointly work towards capacity building of students and teachers alike.

2.6 Evaluation Process

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

Answer:

: The University has clearly stated that internal evaluation and learning outcomes of the Programs and Courses are very important. The following mechanism is followed to communicate the learning outcomes and internal evaluation of students process to the teachers and students.

Copy of the Syllabus is available in the department for ready reference for students and Faculty. Learning Outcomes of the Programs and Courses are discussed with students at the end of each topic of the study by the faculty leading to which technical applications. The learning outcomes are stated in the lesson plan that clearly describe the knowledge skills and competency expected from the students to acquire as a result of completing their programme of study. Soft Copy of Curriculum and Learning Outcomes of Programs and Courses are also uploaded to the Institution/university website for reference .

The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Institution Committee Meeting. The students are also made aware of the same through Tutorial Meetings.

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

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

Answer: A. Any 4 or more of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Answer:

St. Thomas' College of Education, Greater Noida has adopted a very transparent and efficient system to deal with the students' grievances related to examination.

- The student grievances are mainly:
 1. University Examination forms not filled / submitted due to technical error;
 2. University Exam Fee not deposited on time due to network problem/server problem;
 3. University Admit card not being downloaded.
 4. University Result withheld due to migration not submitted or other clerical mistake from university side.

The mechanism adopted by the institute is:

- The student grievances, (if any) are taken up by the counselor and then it is brought to the notice of the head of the department. The grievances are looked after by the department initially.

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

Answer:

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File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes**2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.****Answer:**

- The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by institution in accordance with “CCS University, Meerut” guidelines.
- The Learning Outcomes-based Curriculum Framework (LOCF) is intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices.
- Learning outcomes form an integral part of college vision, mission and objectives.
- The learning objectives are communicated through various means such as college prospectus, Dean’s address to students and parents, Alumni meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars.
- Informing the stakeholders, especially the parents, persuade students towards skill oriented and value based courses.
- Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals.
- Teachers are also well communicated about the outcomes.
- St. Thomas’ College of Education, Greater Noida deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.
- Teachers actively participate in workshops on revision of syllabus organized by the CCS university, Meerut. Many teachers are also the members of syllabus and sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.
- Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

File Description	Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years**Answer:** 93.01**2.7.2.1 Total number of students who passed the university examination during the last five years****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
70	33	52	36	22

File Description	Document
Data as per Data Template	View Document

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

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

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2.7.4 Performance of outgoing students in internal assessment**Answer:** 37.5**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Answer:** 30

File Description	Document
Data as per Data template	View Document

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

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members, Administrative Staff, IT staff, management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Answer:

3. Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer: 0

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

Answer:

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

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

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

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

Answer: E. None of the above

3.2 Research Publications

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

Answer: 0.57

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	1	0	2

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

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

Answer: 0.19

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

Answer:

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

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

Answer: 0.4

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

Answer:

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

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

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

Answer: 0.97

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

Answer:

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

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Answer: 4.85

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	25	0

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

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

Answer:

OUTREACH ACTIVITIES

2021 Community Outreach Programme (Anganwadi) Anganwadi Programme Integrated Child Development Services (ICDS) is the only major national program that addresses the needs of children under the age of six years. It seeks to provide young children with an integrated package of services such as supplementary nutrition, health care and preschool education. Because the health and nutrition needs of a child cannot be addressed in isolation from those of his or her mother. The program also extends to adolescent girls, pregnant women and nursing mothers. The stated objectives of ICDS are given below:

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

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

Answer: 5

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

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

Answer: 0.2

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

Answer:

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Answer: 2

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

Answer: 2

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

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

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

Answer: C. Any 3 or 4 of the above

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

4.Infrastructure and Learning Resources

4.1 Physical Facilities

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

Answer:

St. Thomas College has constantly endeavored to provide quality education and ensure all round development of the students in order to create aware, responsible and empowered women. Set in the backdrop of an extensive green cover, the college has an aesthetic landscape which is architecturally striking.

Teaching Block

- The Teaching Block has well-appointed and spacious classrooms, tutorial rooms, department rooms and Psychology lab. The classrooms are equipped with projectors so that ICT can be used for strengthening academic discourse.
- There are one computer labs available for the students. These labs have adequate computer equipment, internet connectivity and projectors to support practical sessions. In addition, the college provides.
- The campus is Wi-Fi enabled Campus.

Library

Library is spread over 1st & 2nd floors of an impressive building. Wi-Fi enabled and has a seating capacity of 50 users. Circulation (Issue/Return) counter, Book Bank, a seminar room, a research & audio-visual room and a counseling-cell.

Administrative Block

- St. Thomas College consists of the Principal's Office, the Accounts Office, the General Office, and the Caretaker's office which is fully ICT enabled.

Multi-Purpose Hall with an Auditorium

- The multi- Purpose Hall with Auditorium in St. Thomas College, Established in 2014. Academic events like conferences, seminars, talks etc. and student activities are hosted in the auditorium.
- The Research & Audio Visual Room is equipped with a tripod one Handy-cams and other aids for teaching and learning. The facility can be used to record lectures and create e-content. The room receives optimal natural light, it can accommodate up to 60 people, giving students a live multimedia experience.
- The college has Photocopy unit providing services to the students at subsidized rates.

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

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

Answer: 0

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

Answer: 0

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

Answer: 11

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

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

Answer: 100

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
30420529	32629075	24358687	20801078	23983589

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

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

Answer:

St. Thomas' College, Library is Wi-Fi enabled and has a seating capacity of 50 users. An e-resource Centre has been established. Enable students to access information for their academic pursuits through internet and e resources.

- Additionally, 2 computers have been installed for the faculty.
- The Online Public Access Catalogue module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval.
- The Institution has been gradually adopting methods to automate the library. In the endeavor to fully automate the library, **Koha Library system** has been introduced from January 2022. The IQAC is of the view to also provide E – Library facilities from the year 2022.
- The Circulation module of the software covers all the operations of circulation right from creating member records to printing of reminders for outstanding books. The key features of the module are single screen Issue, Return and Renewal with total details of members, membership records with photo and statistical reports on membership.
- The Database Maintenance module covers all operations of database creation and maintenance. It takes records from the acquisition module for the books recently acquired. The key features of the module are duplicate checks with on-screen record comparison, provision to scan and add News Paper Clipping Article Indexing and Accession register printing. Additionally, the software has an excellent Support and Updates system.

- To ensure original writing among students and teachers, the Library also has access to fully automated software, TURNITIN which checks submitted text for plagiarism.

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

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

Answer:

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members, Administrative Staff, IT staff, management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

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

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

Answer: E. None of the above

File Description	Document
Data as per Data template	View Document

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

Answer: 46917.4

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1	42848	00	111696	80042

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

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

Answer: 0.21

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

Answer: 7

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

Answer: 2

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

Answer: 8

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

Answer: 5

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

Answer: 4

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

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

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Answer:

Hardware Infrastructure

- St. Thomas' College of Education has 20 Desktops/Workstations are available in working for students.
- St. Thomas' College of Education uses HP workstations.
- Computer Labs have adequate number of desktops maintaining student to computer ratio of 1:3 most of the times.
- In addition there are 2 printers in the administrative block as well as computer lab.
- The college uses 2 LCD projectors, 1 in the multipurpose hall, 1 in the psycho lab and the rest are used in the teaching block.
- This infrastructure is computer networking devices, scanners and interactive teaching board etc.
- The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure.
- In general, computing and internet facilities are available to all teachers and students on the campus.
- The institution provides access to desktop systems and laptops to both faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning.
- To make the learning process more effective various innovative methods are used by the teachers.
- This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students.

Software Infrastructure

- All the computers are supported by a 100mpbs LAN and a 100-user capacity Wi-fi system.
- The desktops are running on windows 7, windows 10 operating systems .
- Most of the desktops have office 2010 installed and a few are running on office 365. Laptops are functioning on open office.
- Office automation packages like Open Office, MS Office are updated regularly.

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

4.3.2 Student – Computer ratio for last completed academic year

Answer: 5.9

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

4.3.3 Internet bandwidth available in the institution

Answer: 20

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

Answer: 20

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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

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

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer:

St. Thomas' College of Education ensures regular maintenance and upkeep of all infrastructural facilities. Maintenance is also outsourced to appropriate external agencies. Furniture and equipment are purchased on regular basis as per the requirements with Purchase Committee consisting of the Director, Principal and Faculty members, Accounts holding regular meetings to approve necessary purchases for maintenance of College infrastructure..

Classrooms

- St. Thomas' College of Education has a separate Teaching Block with ICT enabled, well-functioning and maintained classrooms and tutorial rooms.
- Servicing of Class Projectors' Lenses and Filters is done.
- A team of efficient workers is responsible for keeping the college premises clean.

Laboratories

- St. Thomas' College of Education has a Psychology Lab with Psychometric tools, maintained by a Lab Attendant..
- The B.Ed. Lab containing print, audio-visual and teaching-learning resources is maintained by a full time non-teaching staff member. A Healthcare Lab has been established for B.Ed. students.

Library

- A Library Committee comprising of the Principal, Librarian and all Departments meets twice a year to discuss improvement/update of facilities provided by the library.
- The Library is maintained by 2 staff members headed by the Librarian. Daily dusting of books is done and occasionally, vacuum cleaner is used.
- A team of 2 Faculty members and the entire Library staff conduct stock verification involving counting of books and matching the numbers with official records every year.

IT Infrastructure

- All computers in the college have UPS facility with Server Windows monitored and Antivirus updated on a daily basis and full system backup of MS Office done every quarter.
- St. Thomas' College of Education has appointed an IT Consultant to provide regular support services relating to computer hardware and software.

Sports

- A Sports Committee comprising of 1 faculty members from the Department of Physical Education and 3 faculty members from other Departments holds monthly meetings for maintenance of sports infrastructure.
- St. Thomas' College of Education has a Sports Store room with sports equipment for 10 sports.

Canteen

- The Canteen has opened a fruits and fresh juice corner to cater to the nutritional needs of students.
- The Canteen promotes consumption of steamed food over fried food and less usage of spices.
- It is properly cleaned every day with pest control done every three months.
- Adequate steps like substitution of plastic plates with stainless steel plates, selling items packed in non-plastic material, discouraging single-use plastic, etc are being taken with the aim of making the Canteen plastic free.

College Lawns

- St. Thomas' College of Education has a team of two efficient and experienced gardeners to maintain the lawns and flora of the College.
- The plant also helps in providing Environmental Science students on-site exposure to working of a solar power plant.

Other Information

- St. Thomas' College of Education water tanks are cleaned annually.
- St. Thomas' College of Education also has an RO water.
- A water chiller plant has also been installed by Voltas.
- A Firewater Pumping System has been set up that covers the entire College.
- St. Thomas' College of Education has a power generator, serviced annually by Vidyut Engineers.
- To conserve water, rainwater harvesting system has been developed in the College.

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

5. Student Support and Progression

5.1 Student Support

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

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

Answer: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Answer: A. Any 8 or more of the above

File Description	Document
Paste link for additional information	View Document

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

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies

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

Answer: B. Any 5 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

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

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

Answer: E. None of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Answer: 4.69

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	2	1	1

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Answer: 0

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Answer: 0

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

Answer: 0

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

Answer: 0

File Description	Document
Data as per Data Template	View Document

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

Answer: 4.23

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	0	0	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning**

Answer:

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members , Administrative Staff, IT staff , management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

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

Answer: 0.2

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

Answer:

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

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Answer:

The St. Thomas' College of Education has an unregistered Alumni Association of old Students and it is a non-profit making body of old students. The Association is dedicated to bringing together the alumni committee on a common platform to build another channel of personal and professional support to members through "Self Help" within the community. The Mission of STCE, OSA is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater.

The objectives of the Association are:

To plan and organize successful reunions which STCE has been doing in the second week of January (2nd Saturday) on an annual basis. Involve alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, and placements. Champion all relevant fundraising activities to the development of the college

To promote best practices in different areas of social life for the benefit of society STCE envisions a transformative and empowering role for the students in today's digitalized world. The OSA family is proud of students who are achievers in every field; carrying with them the values imparted by STCE and is making a significant contribution to societies

The St. Thomas' College of Education has an unregistered Alumni Association of old Students and it is a non-profit making body of old students. The Association is dedicated to bringing together the alumni committee on a common platform to build another channel of personal and professional support to

members through “Self Help” within the community. The Mission of STCE, OSA is to provide a vibrant, global network and forum that connects and engages the alumni with their Alma Mater.

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

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

Answer: E. None of the above

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

Answer: 1

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

Answer:

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Answer:

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members , Administrative Staff, IT staff , management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

6.Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Answer:

The Vision and Mission of St. Thomas' College of Education are reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. In the present context, the vision of the College is to be a global leader in education and a valuable partner in the evolution of a just, humane and inclusive society in India.

The institution strives to stand true to the aspirations of Ms. Helen Jerwood. She devoted her life for the cause of women's education and upliftment. The Institution is governed by Saint Thomas' Higher Education Society and it holds the spirit of inclusiveness and empowering those women who are at the margins of our society.

Summary

Vision

- Instilling in students an unwavering faith in God. A passion for academic excellence.
- An abiding commitment to improve the quality of life in schools and society.
- A passionate resolve to train teachers who are capable of responding to the changing needs of the modern society and be creative, committed and compassionate.
- Dynamic agent of social change by adopting socio-cultural ethics.

Mission

- To offer enriching and innovative learning experiences to aspiring learners.
- To make teaching-learning an enjoyable experience.
- To promote commitment, dedication and service in their profession.
- To infuse ethical and moral values in learners.
- To foster a sense of pride in the nation and develop an appreciation for the diverse culture of our country.

To achieve our mission and vision, following actions are being taken:

1. Experiences and qualified faculty members have been appointed for effective teaching Learning.
2. The Lecture halls are equipped with latest technical devices such as LCD Projector, Public Address System, and OHP.
3. Study Materials and Question Banks on each subject are provided to all the students. It enables them to grasp their subjects in a better way and to prepare for the university Examination.
4. For effective teaching learning process, Institute has adopted Two Way Teaching Methodology. Under this methodology, After completion of each unit presentations, charts and assignments are prepared and presented by all the students. It help them to comprehend theoretical concepts.
5. In addition to theory classes, trainings and industrial visits are the fundamental part of teaching in our Institute, Students participate in short term practical training and internship.
6. For better exposure to the knowledge, institute organizes Seminar, Conferences, and Guest Lectures through which students get opportunities to interact with experts and academicians of national and international repute.
7. Placement is an essential aspect of professional courses. The institute has a placement cell which provides placement assistance to all the students and gets them placed in reputed organizations.
8. Institute celebrates and organizes jayantis of Great Personalities. The main objective of celebrating these jayantis is to sensitize our students to feel responsible towards nation and society. It also helps in al round development of the students

File Description	Document
Vision and Mission statements of the institution	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management**Answer:**

St. Thomas' College of Education follows the practice of decentralization in its real sense, in all the three important pillars of the institution, viz. academics, administration and extra-curricular activities.

The practice of decentralization and participatory management is reflected in all the activities of the College through strong and efficient system of Committees/Societies which includes the IQAC, the Staff Council, Student Council, Time Table Committee and various Cultural Societies.

All the major stakeholders of the College including Management, The Governing Body, The Principal, Teaching and Non-Teaching Staff, Parents, Students and Alumni work in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities. Even students are consulted in adopting new pedagogies of Teaching and training.

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

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

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

The institution maintains complete transparency in its financial, academic, and administrative and auxiliary functions; the following are the few means which shows the means of

Transparency:

1. Our Institute is governed by Choudary Charan Singh University, so the institute abides by the terms of the university.
2. Admission is an online process which is strictly on the basis of merit in accordance to the government reservation policies.
3. There are several committees in the college which monitors every academic activity of the college.
4. Important notices regarding college are regularly posted in the college website to ensure complete transparency in all its functioning.
5. The institute maintains transparency in its financial, academic, administrative and auxiliary functions.
6. It has proper system outline taking care of ethical and human values responsible for transparency.
7. The institute's financial transaction Audits are being carried out yearly by internal auditor.
8. Institute has cashless accounting system
9. There is anti-ragging committee in the college for prevention of ragging.
10. There is Mentoring committee for personal counseling of students.
11. It ensures that all the financial transactions, reports and documents are completed with integrity.
12. Institute presents timely and accurate information to the University community, alumni etc as well as state government.
13. By following the above methods and by having democratic decisions with transparent communication system, the Institute respects and endeavors to maintain academic transparency.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Answer:

A strategic plan ensures that the set target is achieved through accountability process comprising of review, evolution, reporting and re-planning. This is done by preparing long and short term plans.

Strategy: Introduction of Online Admission Process and Digitization of Student Record.

To meet the challenges of this era of rapid transition with the aid of information technology and online facilities, our college formulated a well defined strategy to offer complete digitization right from the admission process to the final record of students' progression throughout their stay in the college.

Procedure and Outcome of Implementation:

Our first humble step in this direction was to get the students' data filled in separate Proforma.

This information was upgraded in our website; we started displaying on it the merit list of our coveted course, B. Ed.

We have started offering the facility of online admission to all the programmes. A special effort is made to guide even those students who are not adept at working on the computer. Our IT Department is ready to assist them.

Once the students are admitted we keep them updated with various notices regarding mid-semester tests and their lecture requirement through SMS facility.

The marks of the Practical Examination and Internal Assessment are sent online to the university. The University results are also recorded digitally.

We also have a digital record of the progression of our students to higher education and their final placements/ absorption in jobs/professions.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Answer:

The College functions under the supervision of St.Thomas' Higher Education Society (Registered). The Principal is the administrator of the college and he/she works in collaboration with the governing body to regulate and maintain a congenial academic environment. The Principal along with members of the teaching and non teaching staff implements the decisions and policies of the management. Deans, Heads of Departments, Faculty members and the librarian report to the Principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also.

In addition, a number of clubs and committees comprising a large number of students & faculty members are active in various departments to enable effective learning of students. The college has a democratic set- up, where each unit is given full freedom to innovate and plan its perspective of development, yet it operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

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

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

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

Answer: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document

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

Answer:

St.Thomas' College of Education has constituted the following committees, which function in a synchronized manner to implement the joint decision and resolutions:

1. IQAC (International Quality Assurance Cell): Is the principle body of the college to maintain the quality of Education.
2. Grievance Redressal Committee
3. Minority Cell
4. SC /ST/OBC welfare Cell
5. Anti Ragging cell
6. Alumni Committee

All the above cells with its members in collaboration with the management are involved in continuous monitoring and development of the Institute. The above Committees helps in making the institute a democratic and progressive entity, where Participative decision making is followed.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Answer:

The Institution has the following welfare mechanism for teaching and Nonteaching Staff:

1. Regular Faculty:

1. Casual Leave :8 Per annum
2. Medical leave: Maximum of 7 days with submission of proper proof of illness. Such leave has to be granted by a Medical certificate.

Note: Any type of leave will not be carried forward

- Two short leaves (of 01 hour) are applicable in a month, more than it will be treated as leave without pay.
- Casual leave cannot be granted more than 3 days in continuation.
- Compensatory leave will be given in lieu of holiday. If an employee is engaged by the institution on a non working day, She /he will be given a compensatory off.
- Casual leave can be half day.
- Leave will be granted against the submission of leave request the leave format available in the office has to be duly filled in.

Support Facilities

1. Canteen
2. Staff Cafeteria Grievance Redressal cell.
3. Internal Complaints Committee
4. Parking facilities for both teaching and non-teaching staff. Clean drinking water facilities.
5. Facility of ramps, for Differently - Abled

ICT Facilities

1. The College is fully Wi-Fi enabled.
2. Full-fledged Computer labs for research work for both students and faculty.
3. Laptop/Desktop facilities are provided in the library and staff room.
4. Multi Purpose Smart Class Room

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

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

Answer: 0

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

Answer:

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

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer:

Institution has Performance Appraisal System for teaching and non-teaching staff

St. Thomas' College strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Colleges. All amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The salient features of the performance appraisal system are as follows:

Teaching Staff

- The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS).
- Promotions are based on the PBAS Proforma for UGC Career Advancement Scheme (CAS) that is based on the API score.
- The institute undertakes a wide range of activities besides academic for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.
- The faculty members are informed well in advance of their due promotion.
- The PBAS Proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the Dean, Secretary, IQAC and the Director.
- Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

Non-Teaching Staff

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting (where applicable), efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff). The comprehensive Annual Confidential Report comprises of 32 parameters. Each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/ HoD, which is then forwarded to the Director by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial up gradation under the ACP Scheme. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better Performance.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Answer:

Institution conducts internal and financial audits on a regular basis.

Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit. In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy.

The chartered accountant meticulously audits the finance- related documents for all transactions. It is an audit of balance sheet, general fund income and expenditure, and receipt and payment account.

Income/Expenditure is closely monitored by the Admin Officer (Accounts). The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned. Proper procedure for purchases is adopted. Quotations are called for and prices are compared. They, in turn, submit the audit report to the college authorities. Corrections are effected on the basis of the audit report and clarifications called by them are submitted as an audit reply.

Objections and questions of any kind during the audit were promptly addressed by presenting relevant documents to the auditors. Every effort was put in to maintain transparency in the financial records, and also to record corresponding documents of every financial transaction. Upon meeting the norms, the college was then presented with the signed audit report.

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

Answer: 0

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

Answer:

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

File Description	Document
Data as per Data Template	View Document

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

Answer:

The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources . The college Accounts Department prepares an annual budget estimate in consultation with Managing Committee, Principal and the Department.

The major sources of funding are as follows:

- Fee collected from the students.
- Interest from savings
- Donations from well wishers

A budget is prepared for optimum utilization of resources and the major areas of allocation are:

- Salary and amenities to teaching and non-teaching staff
- Infrastructure Augmentation
- Academic support facilities : Library, ICT lab, E-resources
- Building and campus repair maintenance
- Electricity and generator expenses
- Insurance and AMC
- Green initiative expenses
- Youth festival and other function expenses
- Miscellaneous expenses.
- All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode.
- Only authorized persons by management can operate the transaction through the bank.
- The accounts are done by Tally Software, so all the entries can be monitored by authorities.
- For each and every financial transaction proper permission is taken from the Authorities of the College.

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

Answer:

St.Thomas' College of Education has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts. The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.

- IQAC believes in establishing a democratic pattern of administration. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular department and also, they are provided with opportunities to hone their skills.

- The IQAC has developed a Non-teaching Self Evaluation & Feedback Form for the personal improvement of the staff members and to take suggestions for betterment of their performance, thus providing encouragement for growth and improvement

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

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

Answer:

The institution reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals. For improving attendance and results of the students various initiatives are taken on the advice of IQAC.

Two major initiatives taken in this direction are:

Introduction of Students' Feedback Process.

Organizing Parents-Teachers Meeting

1. Students Feedback Process

The college has adopted a feedback system that takes suggestions from stakeholders of each program. This eventually helps to fine –tune teaching-learning process and curriculum. Student feedback is taken for in each semester to provide objective information to the faculty for self-appraisal, self-improvement & development. The College cannot change the curriculum as it is designed by the University, but can make efforts and improvements to successfully impart it. With this purpose in mind the suggestions given in feedback by students are studied and IQAC has made an action plan to be implemented in the coming session. Course Plans for the next semester would be prepared for more effective teaching and to ensure the timely completion of syllabus. Regular meetings with the Faculty would be done and any delay in completion in syllabus would be supplemented with extra classes. To create more interest in the subjects IT friendly teaching through new smart class has been introduced.

Parent-Teacher Meeting

The next major decision regarding the improvement was felt to be the need to engage constructively the most influential stake holder in the teaching learning process i.e. the parents of the students. For the first time regular Parent Teacher meets were organized. The positive results of this measure could be felt immediately, as there is a marked increase in the seriousness of the students attending classes. Parents also take a more active interest in the performance of their ward

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

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

Answer: 3.6

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	4	6

File Description	Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF****Answer:** E. None of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

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

Since the formation of IQAC, the following quality enhancement initiatives have been undertaken:

As an outcome of students' Feedback regarding infrastructure, Mapping of college facilities has been initiated and washrooms have been renovated. The provision for ramps for access to building is in progress. The institution provides concession to meritorious students at the time of admission.

- The publication of newsletter 'EduVision' has been started.
- Academic & Activity calendar is prepared before the commencement of new academic session to ensure effective implementation of the curriculum.
- Sufficient flexibility in payment of fees is given to students.
- The institution has started taking Feedback from students through Feedback Forms and Tutorial lectures. The findings and feedback are discussed by IQAC and necessary action is initiated. Special attention is paid to the cleanliness of the college specially washrooms.
- Fee Concession to needy is also provided to the students.
- Both Winter and Summer Uniform is provided to class IV employees.
- Tutorial Meetings are held for interaction with the students.
- CCTV surveillance system has been installed improving overall security of the college.
- SMS service has been initiated for delivering urgent information to the students.
- Value added course 'Automation Testing with Selenium web driver' was conducted.
- Alumni Association has been registered.
- Use of laptops, projectors to make the process of teaching learning more learner-centric. YouTube assisted learning is also being practiced.
- Awareness Programmes on Environmental Issues are regularly organized in the campus. <http://www.stthomascollege.co.in/pdf/E-Newsletter.pdf>

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

7. Institutional Values and Best Practices**7.1 Institutional Values and Social Responsibilities****7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements****Answer:**

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative. which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members, Administrative Staff, IT staff, management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

File Description	Document
Link for additional information	View Document

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

Solid Waste Management: The College has embraced Solid Waste Management measures to convert solid waste into valuable resource. The first step in this direction is Segregation of waste at source collected from the grounds, rooms and canteen. Green and Blue dustbins have been placed at several places

in the campus to segregate wet and dry waste. The awareness regarding the same has been created through signboards installed at appropriate places. The dustbins are emptied in movable carrier which carries the waste to the garbage dump provided in the college. The college has a contract with authorized person on the behalf of Greater Noida Authority which collects the dry waste from designated place. Four Composed pits have been installed in the backyard in which biodegradable waste is used for composting. Good quality environment friendly manure is formed from the compost which is used in the lawns.

• **Liquid Waste Management:** Water is a very precious resource, so the college lays emphasis on reducing the wastage of water. Push type taps have been installed to prevent unnecessary wastage of water. Signboards for conserving water for a better tomorrow have been placed near the water taps to sensitize the students towards the need of water conservation. Plumbing maintenance of taps is done on regular basis to arrest wastage of water. RO reject and condensate from AC's is collected in buckets and used for watering plants and mopping. The hazardous liquids like oil from generators or chemical waste from laboratories is collected and disposed to authorized recyclers. The non-hazardous chemical waste in laboratories is drained after reasonable dilution. Sprinklers are used to water the lawn which reduces the consumption of water for irrigation.

• **E- Waste Management** E- Waste room has been maintained near IT block which functions exclusively as collection centre for discarded computers, accessories, compact fluorescent lights, printer cartridges and condemned batteries. This e-waste is scrapped on systematic basis to authorized recyclers. The used batteries are replaced by new ones under buyback policy offered by the company from which they are purchased.

File Description	Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

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

Answer: C. Any 2 of the above

File Description	Document
Link for additional information	View Document

7.1.4 Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Answer: A. All of the above

File Description	Document
Geotagged photographs	View Document
Any additional link	View Document

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

Answer:

Our College is an ecologically responsible institution and is actively pursuing green practices to march ahead on environment friendly highway. The College finds pride in maintaining pristine state of nature in campus. The premises have lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Gardening Club headed by a Botanist. Any new construction at the expense of existing trees is avoided. Plants provided by Greater Noida Authority on 'MITRA App' are booked to increase the green cover of the college. Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it. Impetus is given to plants like *Mangifera indica* (Mango), *Syzygium maritima* (Jamun), *Jacaranda* (mimosifolia), golden shower (*Cassia fistula*), bottlebrushes (*Callistemon*), Guava (*Psidium guajava*), Thai Red Guava, Indian gooseberry (*Phyllanthus emblica*), Bottle Palm *Hyophorbe*, pomegranate Tree (*Punica granatum*), fishtail palms (*Caryota*) Papaya Tree (*Carica papaya*), **Magnolia champaca**, **Malabar plum** (*Syzygium cumini*), *Plumeria* (*Apocynaceae*), *Alstonia scholaris* (*Apocynaceae*), *Tecoma* (*Bignoniaceae*), *Ficus benjamina*, *Ficus Panda* (*Ficus retusa*), *Inermis* Plant, Ashok Tree (*Monoon longifolium*), Lemon Tree, Tulsi Plant (*Ocimum tenuiflorum*), Bomboo Tree (*Bambusoideae*), (*Gulmohar*), *Azadirachta indica* (Neem) and *Saraca asoka* (Ashoka) to improve the quality of indoor air. College has also set up organic farming for edible stuff on the remaining field behind the building of our college campus. Vertical garden has been set up to ensure reuse of plastic and enhance the greenery of the premises. Vehicles are not allowed to enter the main building area of campus to lessen air pollution further our campus has well equipped with smoke sensor or flame and smoke detector at every class rooms, Girls Hostel and the building of our college. The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute. The students are provided necessary documents to facilitate the concessions offered by State Transport Division immediately after admission. A sincere endeavor is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen. Smoking is strictly prohibited inside the campus, thereby he/she will be got alarm with smoke sensor or flame and smoke detector and matter will be referred to disciplinary committee. Instead of relying on artificial lighting, we use natural light whenever possible. The building is provided with ample windows which let the natural light filter into the classrooms and offices. The college is in the process of replacing traditional lights with LEDs. We are firmly

entrenched in digital era. So we are trying to ditch the use of paper by opting for online procedures. Important information conveyed to the staff through WhatsApp group and emails reduces dependence on paper notices. The Staff members are advised to reduce taking printouts and use both sides of paper. Eco club, Cultural Committee is proactive in organizing awareness programs and rallies regarding environment sustainability.

File Description	Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include:

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

Answer: E. None of the above

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

Answer: 0.32

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1	97995	209189	122000	1

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

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

Answer:

The aforesaid information is not applicable for our Institution because there are many matrices qualitative as well as quantitative, which are directly not mandated for our institute. In some matrices the institute is unable to provide qualitative and quantitative data due to many reasons; firstly, this is our first assessment and accreditation cycle therefore the data is not available or not required to be filled.

Secondly, this is our maiden NAAC assessment and accreditation cycle, therefore it is a learning experience for all the stake holders including faculty members, Administrative Staff, IT staff, management and other non teaching and helping staff. The Institute shall endeavor to bring about more positive changes and achieve mile stones by becoming Institute of eminence in the near future.

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

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

Answer: E. None of the above

7.2 Best Practices

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

Answer:

Best Practices At The Institution :

The mission of the institution is to impart quality education to the students, preparing them to excel in face of all challenges in their professional life. The reflection of the mission of the institute is observed in various activities and practices followed at the institute that are unique in the field and tried and tested at the institution itself. Some of our best practices are as follows:

Varied Learning Experiences

Pupil teachers are provided learning experiences that provide adequate training to face multiple individual differences in the class room and teacher training as a professional by developing professional skills in the pedagogy, observation, documentation. Analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Addressing Variety Of Learning Needs

The college seeks to create an equitable learning environment by trying to address the learning needs of all students for every walk of life.

Environmental Awareness through Activities

The curriculum adopted by the college includes a project on environmental education. The college encourages its students to take up environmental - related activities outside this course, eg-Garbage Disposal Work Shop in College, Sanitation awareness campaign & Tree plantation drive undertaken in collaboration with the Horticulture Department, Noida, Awareness of health and hygiene.

Community Outreach Programme (Anganwadi)

Integrated Child Development Services (ICDS) is the only major national program that addresses the needs of children under the age of six years. It seeks to provide young children with an integrated package of services such as supplementary nutrition, health care and pre-school education.

Objective of Anganwadi Programme

- To improve the nutritional and health status of children below the age of six years.
- To lay the foundation for the proper psychological, physical and social development of the child.
- To reduce the incidents of mortality, morbidity, malnutrition and school dropout.
- To achieve effective coordination of policy and implementation among various departments to promote child development.
- To enhance the capability of the mother to look after the normal health, nutritional and developmental needs of the child through proper community education.
- Drawing activity was conducted by the B.Ed. Student with Anganwadi 60 students.

Preparing Students To Meet Global Demands In Education

To meet the Global trends and demands the institute tries to foster competencies in students through following facilities –

- Use of multimedia facilities by LCD projector, e-learning material and PPT presentation
- Language laboratory for communication skills.
- Computer literacy programme for students.

The curricular transaction is enriched with the help of ICT to add a good number of activities for student capacity buildings.

Converting practice lessons to smart classes for teaching practice session are compulsory for all teacher trainees.

At our institute we provide various value added courses. Courses developed over last three years are –

- Developing communication skill
- ICT skills
- Life skills
- Skill of community service
- Personality grooming.
- Effective communication Skills
- Interpersonal Skill
- Resume Writing
- Mock Interviews
- Continuous and Comprehensive Evaluation

File Description	Document
Link for additional information	View Document

7.3 Institutional Distinctiveness**7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Answer:**

With sincere intent we chisel our human resource into epitomes of virtues and perfection. The distinctiveness of the institution lies in promoting integrated personality development of students to enable them to face global challenges. In line with this objective, our college tries to harmonize the five dimensions- physical, intellectual, ethical, social and cultural faculties of students entering its portals. The students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Sports, Co Curricular activities and Community Service. For bolstering intellectual growth, the college has recruited well qualified teaching faculty which leaves no stone unturned to churn out intellectually sharp graduates and post-graduates. The passionate faculty members are the assets of our institution. They are encouraged to upgrade their qualification, attend Workshops, Seminars, and Refresher and Orientation courses to gain clarity regarding latest developments in their subject. ICT enabled teaching is imparted to keep pace with digital age. Audio Visual aids are applied to accelerate the learning process. Great minds are invited to transfer information which enriches the reservoir of knowledge of students. Interface with eminent scholars are arranged to broaden the outlook and acquaint the students with latest streams of thought in their subject. The departments also screen movies and documentaries to engage the students in an interesting portrayal of their subject. The students are regularly given assignments and projects to hone their aptitude for research. They are made to showcase their academic worth through Power Point Presentations. In addition to academic pursuits within college campus, Educational trips are also used as tools for optimizing concept development and promoting experiential learning among students. Access to a well-stocked library with internet facility, e-learning sources, has enabled them to achieve extensive academic growth.

Remedial classes for slow learners are another step to pull up the students lagging in their studies. Relentless efforts of the college in the direction of realization of its vision have fructified in upsurge of its academic achievements. Our results in the past five years have been fairly good. Fee Concessions, Roll of Honour and College Colour are conferred upon the excelsior in recognition of their consistent hard work and confer degrees on culmination of courses. To nurture their sporting prowess, the students are given Fee Concessions, Scholarships. The cultural component of the student's personality is sharpened by exposing them to various co curricular activities. The students are afforded ample opportunities to soar higher in this arena through various Club and Society activities, Fresher's Party, Farewell Parties, and Inter College competitions.

File Description	Document
Link for additional information	View Document

Extended Profile**Students***Number of students on roll year-wise during the last five years..***Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
118	134	92	94	77

File Description	Document
Institutional data in prescribed format	View Document

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

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

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

Central / State Govt. reservation policy for adm	View Document
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Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
80	36	53	38	22

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

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
70	33	52	36	22

File Description	Document
Institutional data in prescribed format	View Document

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
37	96	39	56	53

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

Teachers

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
6	10	11	16	10

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

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

Answer:

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

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

Institution

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
30420529	32629075	24358687	20801078	23983589

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

Number of Computers in the institution for academic purposes..

Answer: 20

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

Conclusion

Additional Information :

Rising cost of education and mushrooming of private institutions in the city and on top of that this pandemic makes it very challenging to sustain as a teacher education institution running only one course, both in terms of quality and in terms of quantity. The College offers only one UG course in Education (B.Ed.) and only teaching is conducted at the level of the institution. The admission and examinations are controlled by the University and only direct admissions are held in the College. It is a challenge to obtain the Grants and Funding for pursuing research projects. STCE caters to a large number of students who hail from the marginalized sections of society, many of whom are female and married learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need. Also, providing a three layered systematic learning process of pulling the students from their weak socio-economic mind-set, acclimatizing them to their new learner friendly environment and making them perform to optimum level is a challenge of its own. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process. The commercialization of education and change in the societal values presents a challenge to the service motto of the College.

Concluding Remarks:

As a leading and only minority institution in neighbourhood, St. Thomas College of Education (STCE), Greater Noida is a co-educational institution. Convenient connectivity of college campus from entry-exit point of Greater Noida i.e. "parichowk" makes it within approach by students. The College follows a dialogic process with its stakeholders and has a robust system of collecting feedback from students, teachers, alumni, and employers. The continuous evaluation and suggestions given by the stakeholders are regularly analysed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution. STCE has committed Management and experienced and diligent faculty. It believes in holistic development of students and emphasises on community and social work along with classroom activities. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

But for enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased. Limited resources in the use of digital technology to enhance teaching- learning on campus. The College has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Lesser autonomy in curriculum designing making less chances of experimentation in new educational opportunities post-pandemic. With the recent employment trends that require a more highly skilled workforce, STCE can initiate professional and job-oriented courses that meet the current needs of the society.

In present scenario, rising cost of education and mushrooming of private institutions in the city and on top of that this pandemic makes it very challenging to sustain as a teacher education institution running only one course, both in terms of quality and in terms of quantity. The challenge of meeting day-to-day educational needs is an urgent and immediate requirement. The commercialization of education and change in the societal values presents a challenge to the service motto of the College.

EXCLUDED METRICES

No Metrics are Excluded

ANNEXURE