



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

St Ann's College of Education
(Autonomous)

- Name of the Head of the institution **Dr Dorothy DSouza**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **08242444047**
- Mobile No: **8971680260**
- Registered e-mail ID (Principal) **stannscollegeofeducation1943@gmail.com**
- Alternate Email ID **stannscollegeedn@gmail.com**
- Address **Opposite Head Post Office,
Rosario Church Road,**
- City/Town **Pandeswar, Mangaluru**
- State/UT **Karnataka**
- Pin Code **575001**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Women**

- Location **Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Mangalore University**
- Name of the IQAC Co-ordinator/Director **Dr Sharmila L Mascarenhas**
- Phone No. **9880639219**
- Alternate phone No.(IQAC)
- Mobile (IQAC) **08242427360**
- IQAC e-mail address **IQAC@stannscollegeofeducation.org**
- Alternate e-mail address (IQAC) **mayfair23@yahoo.in**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **www.stannscollegeofeducation.org**
https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/generatePDF_agar/eyJpdiI6InRhOmlRd2J5ZnpBRTZJMXNjckpXRnc9PSIsInZhbnVlIjoisWk3L2ptOWx1Z0dvcTdzL1c4VGw1OT09IiwibWFjIjoisMjdhZjYzNWN

4.Whether Academic Calendar prepared during the year?**Yes**

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

[No](#)**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A	3.01	2021	03/03/2023	02/03/2028

6.Date of Establishment of IQAC**25/10/2012****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

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

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

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **1**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

FDP on Research Ethics and Integrity

Workshops on Theatre and art in Education for students

Student Induction Programme

Workshop on Communicative Skills in English and Personality development

Workshops on e-content development and creating blogs

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

Plan of Action	Achievements/Outcomes
To have a structured feedback analysis from various stakeholders	Feedback from various stakeholders is taken and analysed for the improvement of the programme
To have more collaborations and take up research projects	Functional MoU's have been signed and activities are in progress
To invite special experts for training in Skill development programmes and conduct awareness programmes on TET	Various resource persons are invited for training.
To have a network system where students can fill in their achievements	The Alumni association has come up with a google form to strengthen the network of alumnae and their achievements

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	08/05/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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• Mobile (IQAC)	08242427360				
• IQAC e-mail address	IQAC@stannscollegeofeducation.org				
• Alternate e-mail address (IQAC)	mayfair23@yahoo.in				
3.Website address	www.stannscollegeofeducation.org				
• Web-link of the AQAR: (Previous Academic Year)	https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/generatePDF_agar/eyJpdjI6InRhQmlRd2J5ZnpBRTZJMXNjckpXRnc9PSIsInZhbHVlIjojSWk3L2ptOWxlZ0dvcTdzL1c4VGw1QT09IiwibWFjIjojMjd0hZjYzNWN				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	No				
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NAAC guidelines		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
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Student Induction Programme		
Workshop on Communicative Skills in English and Personality development		
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IQAC	08/05/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	11/01/2023

15. Multidisciplinary / interdisciplinary

As per NEP (2020) recommendation, all the standalone Teacher Education Institutions have to convert themselves as Multidisciplinary Institutions by 2030. In view of this the institution has discussed this matter in the statutory bodies meetings namely, Governing Body, Academic Council & Board of studies. It has been decided to work on the possibilities of converting the existing Institution to Multidisciplinary Institution or to merge with the existing Multidisciplinary Higher Education Institution run by the management and begin with

Education department to run all types of Teacher Education Programmes. The Institution is awaiting for the call of applications from NCTE for 4 year Integrated Teacher Education Programme(ITEP).

16.Academic bank of credits (ABC):

The institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits.

17.Skill development:

The Institution gives utmost priority to skill development in training teachers. The existing curriculum has been enriched by planning and executing the most needed value added courses for teachers on "Communication skills" as its one of the 21st century skills. A number of open elective courses are focussing on skill development. As recommended by NEP(2020), the institution will redesign the B.Ed & M.Ed. programme with due focus on skill development courses in offline, online and blended modes of transaction.

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

The future Curriculum in Schools based on NEP(2020), recommends the introduction of an engaging course as electives to secondary school students on "Indian Knowledge systems". In view of this, the institution will make attempts to design teacher training courses to enable the pre service teachers to appropriately integrate "Indian knowledge System" in school set up. The Institution will redesign the curriculum and offer a number of Indian languages as Pedagogical subjects.

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

The institution has already redesigned the existing programmes with appropriate Programme Learning Outcomes(PLO'S) and Course Learning Outcomes(CLO's). All the programmes offered by the institution in future will be focussed on Outcome based Education with appropriate PLO's, CLO's and their mapping. Appropriate Assessment mechanisms will be developed to ensure the CLO's & PLO's.

20.Distance education/online education:

As envisaged in NEP (2020), the institution will focus on

providing flexibility to all its stake holders in running all the programmes through maximum Technology Integration. The institution has already begun the process of Library digitization under the central government scheme for its quick implementation. In future the institution will focus on Technology integration and offer inservice and pre service teacher education courses/programmes in online, offline and blended modes.

Extended Profile

1.Student

2.1	112
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	60
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	60
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	54
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	50,66,341.82
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	81
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	17
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	05
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
Phase I: The new trends in school education are identified and objectives are been specified. The input from different participants such as teachers, alumni, heads of institutions, parents, community members, students and administrators is	

periodically taken and based on the suggestions given is discussed in the staff meetings. Faculty makes specific observations during transaction of the curriculum and the need for modification is noted.

Phase II: Staff meetings are conducted to discuss about the existing development of new curriculum such as Planning, content and methods, implementation and evaluation according to the need and feedback. The first phase of validation of draft curriculum is done by faculty members as a team.

Phase III: The first draft curriculum is placed before the Board of Studies. The experts review and validate the curriculum providing suggestions based on the local, national and global needs. The suggestions given by the Board of Studies is incorporated and the second draft is prepared.

Phase IV: The second draft is placed before the Academic Council. The clarifications about the changes made in the curriculum are reviewed, analyzed and scrutinized. It is finally approved by the Academic Council.

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

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

A. All of the above

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

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

A. All of the Above

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
19	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://stannscollegeofeducation.org/lms/academic_calendar
1.2.2 - Number of value-added courses offered during the year	
00	
1.2.2.1 - Number of value-added courses offered during the year	
00	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	

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

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

Three of the above

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

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

0

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

01

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

1.3 - Curriculum Enrichment

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

1. Perspective and Pedagogical courses give a of theoretical basis of curriculum, various pedagogical approaches and evaluation techniques. The practice in teaching and internship gives opportunities to put theory into practice and get a practical knowledge of various schools and departments. Action research, developing unit plans, notes of lesson, creating and maintaining resources and organizing academic and co-curricular activities are of concern.
2. Micro Teaching, team teaching, Simulation Lessons, ICT lessons train the teachers to practice specific teaching skills. The cooperative schools and teachers provide full support and feedback. Training in administering psychological tests in assessing various mental abilities, achievement, ability and personality. Action Research, Research Projects, Dissertation for M.Ed. focus on preparation and validation of tool, analysis and interpretation of data and writing of results and conclusions. The Science Club, Electoral Club, Eco Club and Literary club encourage individual and group activities. The papers on ICT basic and ICT Applications develops expertise in use of ICT tools.
3. The Internship programme ensures the professional preparation and gives a practical learning experience to

develop understanding of the teaching profession and future prospects of working conditions in that profession.

4. Celebration of days of significance, Sports day, Spiritual Orientation, Service learning

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

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

The Perspective paper on Education in Contemporary India discusses about the diversities of systems of schools in India focusing on the objectives, assessment patterns, features and functions related to academics and administration.

The Perspective paper on Inclusive Education emphasizes provisions, challenges and standards in diverse school situations. And compares about functioning, structure and curriculum patterns in special schools, integrated and inclusive school set up. Students are trained in preparing instructional materials and Individualized Education Programme (IEP) related to slow learners, gifted and inclusive groups.

Students are addressed about the conceptual framework of Educational Administration and Management, role and functions at Centre and State and trained in organizing school programmes and activities and maintaining school records through teaching the Paper on Educational Management and Administration.

During Internship, the Interns visit various schools and offices with the purpose of learning the functioning of CBSE, ICSE, residential schools, special schools, Block Education Office and DIET.

The Perspective Paper on Secondary and Senior Secondary Education for M.Ed. addresses the functioning of various Boards in India and abroad with a comparison on basis of teaching, assessment methods, curriculum, features with respect to different types of schools both at the centre and state.

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

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

- Enhancing professional capacities in using differential instruction, Individualized Education Programme and critically reviewing issues and policies of Inclusiveness.
- Apply appropriate Technology by browsing educational websites, opening education resources and ways of integrating ICT into learning process.
- Writing appropriate learning instructional objectives and learning activities for content, applying appropriate techniques and tools to evaluate students learning and learn basics of educational statistics.
- Provide instructional experiences through Models of Teaching, applying the Teaching Learning strategies and techniques to plan and execute lessons during Practice in Teaching, and preparation of teaching learning materials.
- Training to design unit plans and lesson plans, unit test, diagnostic test and remedial instruction, familiarizing with resources, acquisition of teaching skills, expository writing, content enrichment workshops.
- Innovative practices in teaching with assignments related to designing modules for facilitating learning.
- Administration of psychological tests and conduct a case study
- Knowledge of integrating teaching skills and simulation of lessons to improve their abilities, skills and expertise.

- **School Lessons and Reflective Diary focus on training students in critically analyzing peers lesson, record the observations, provide appropriate suggestion for improvement and maintain reflective journal.**
- **Research Project helps students to undertake action research projects in any one of the areas related to school education.**

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

1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

54

2.1.1.1 - Number of students enrolled during the year

54

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

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

21

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

21

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

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

21

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

21

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

2.2 - Honoring Student Diversity

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

1. Admission Cell: Admission Committee headed by the Principal, Vice Principal and representative faculty conduct Admission process to secure admission with Distribution of application forms and College Prospectus-This includes inquiry about candidate's

fulfilment of basic requirements; Collection of application forms and preliminary data. Eligible candidates submit their application forms with necessary documents followed by Candidate Interview and selection with 50% of candidates seeking admission to get a holistic view about B.Ed. and M.Ed. Programme.

2. Based on eligibility conditions and previous academic performance, the learning needs of students are addressed by these means:

- Interactive sessions with the faculty to identify strengths and weaknesses among students. The students express about their talents and potentialities with reasons for undertaking the programme.
- Interactive sessions with former batch of students to express their opinions and a brief outline of the entire programme which strengthens academic support among students

3. To evaluate readiness of students to undergo the professional course

- Teacher Aptitude Test is analysed and evaluates students' potentials for teaching profession
- different clubs and cultural activities according to interests of students
- Content test is given at the entry level to judge the language and subject competency. Pedagogy teachers orally teach and revise the content

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs

All of the above

Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
14:1	
2.2.4.1 - Number of mentors in the Institution	

8

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

2.3 - Teaching- Learning Process

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

1. Interactive and Participatory approach-used in transacting subject matter

2. Experiential Learning- to allow students to relate and reflect on their content, specialized and pedagogical knowledge, skills and attitudes

3. Focus Group Discussions -class lectures to organise learning, discover ideas on a particular topic.

4. Problem Solving Skills - action research projects, club activities, models of teaching and certain classroom activities to emphasize

5. Active Learning Strategies in transaction of content

6. Reciprocal teaching strategy used by teachers to summarise the text at the end of the instruction.

7. Collaborative Learning- teach concepts with higher order thinking, builds self-management skills, increases self-esteem among learners.

8. Flipped Classrooms - to transform learning into an interactive flexible learning environment

9. Blended Learning - Teachers use blended mode to facilitate deep discussions, collaboration and initiate problem solving

opportunities.

10. Online Modes of learning The M.Ed faculty have developed e-content course through Moodle- to create a personalised learning environment with preparing video scripts and presentations using ICT. Assessment through online Quizzizz, Testmoz

11. Lecture Discussions and seminar Presentations

12. Team Teaching Teachers involve Post Graduate students and teach Under Graduate students on certain topics. Teachers evaluate learning activities and proficiency of subject matter

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

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://stanns.gnomio.com/
Any other relevant information	View File

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

112

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://nios.ac.in/?aspxerrorpath=/media/documents/SrSec313NEW/313_Chemistry_Eng/313_Chemistry_Eng_Lesson1.pdf , https://unacademy.com/lesson/chapter-8-hoyasalas-of-dwarasamudra/NR87DR6Jacts.cfm ,
Any other relevant information	View File

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

into groups or teams randomly and a mentor is assigned to each team.

The mentoring etiquettes such as confidentiality, self-respect and a healthy relationship are highly maintained between the mentor and the mentee.

The College prepares students for their professional transition by dealing with student diversity. Students are guided in organising activities and are trained to take up research projects to facilitate relationship with the mentor and thus strengthen and challenge one's interest in the broad new area.

Every faculty in the institution takes the role of a mentor for oneself, with colleagues and authorities in terms of sharing certain core skills such as decision making ability, using his/her potentials for the growth of the institution,

The ability to manage home and work stress is one of the best skills a mentor can have. The mentor will be able to prioritize the work and work towards its completion in a positive manner. The most significant factor highlighted is readiness and willingness to take up any task at hand.

The mentors update students with recent developments in education and life. in order to bring about lifelong learning opportunities in the future.

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

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

Five/Six of the above

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

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

Case 1: Models of Teaching

The Inquiry Training Model develops information-processing and problem-solving skills. Concept Attainment Model develops the power of innovative imagination and focuses on improving analytic skills, in depth content mastery.

Synetics Model increases creativity among learners in regard to fluency, originality, flexibility in thinking and elaboration of concepts.

Impact of Models of Teaching on Students

The social efficiency, personal abilities, cognitive abilities and behavioural aspects of the students are developed through using teaching models which in turn helps in stimulating situations that bring about desirable changes in students.

Case 2: Advanced Pedagogy

With the prime goal of enhancing learning performance, to understand the importance of various innovative instructional materials and to acquire the art of designing modules with the help of technology, the Course Paper : BEDCBCS 4.3 -Advanced Pedagogy on Specific Subjects of Study is designed to create a rich learning experience among students in their respective pedagogies.

Impact on students

These practical aspects strengthen learners' development in meeting their needs. The students, specifically with diverse needs in the classroom are found to show more interests and enhance their knowledge when teachers focus on a structured approach to teaching by using the innovative methods of teaching.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)

Ten/All of the above

Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement													
<table border="1"> <thead> <tr> <th data-bbox="86 551 539 618">File Description</th> <th data-bbox="539 551 1436 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 618 539 685">Data as per Data Template</td> <td data-bbox="539 618 1436 685">View File</td> </tr> <tr> <td data-bbox="86 685 539 786">Reports and photographs / videos of the activities</td> <td data-bbox="539 685 1436 786">View File</td> </tr> <tr> <td data-bbox="86 786 539 931">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 786 1436 931">View File</td> </tr> <tr> <td data-bbox="86 931 539 1032">Documentary evidence in support of each selected activity</td> <td data-bbox="539 931 1436 1032">View File</td> </tr> <tr> <td data-bbox="86 1032 539 1099">Any other relevant information</td> <td data-bbox="539 1032 1436 1099">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	No File Uploaded	
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Reports and photographs / videos of the activities	View File												
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File												
Documentary evidence in support of each selected activity	View File												
Any other relevant information	No File Uploaded												
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 1570 539 1637">File Description</th> <th data-bbox="539 1570 1436 1637">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1637 539 1704">Data as per Data Template</td> <td data-bbox="539 1637 1436 1704">View File</td> </tr> <tr> <td data-bbox="86 1704 539 1872">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1704 1436 1872">View File</td> </tr> <tr> <td data-bbox="86 1872 539 1951">Any other relevant information</td> <td data-bbox="539 1872 1436 1951">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Details of the activities carried out during the academic year in respect of each response indicated	View File	Any other relevant information	No File Uploaded					
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Data as per Data Template	View File												
Details of the activities carried out during the academic year in respect of each response indicated	View File												
Any other relevant information	No File Uploaded												
2.4.4 - Students are enabled to evolve the following tools of assessment for learning	All of the above												

suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and

All of the above

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

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

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

All of the above

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

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

Selection

Internship is coordinated by a faculty. Request letters or a phone call to CBSE, ICSE and State Board schools to accommodate students

for internship is sent. We receive request from schools inviting us for the same. After acceptance, students are allotted pedagogy wise in two's.

Orientation - Principal

The Principals and Mentor Teacher of host schools are invited for an orientation. Instructions are given for activities to be carried out and expected outcome. Instructions to feedback mechanism is given. Schools are requested to provide professional support to the interns.

Orientation - students

Orientation for interns is organized. They are given general guidelines regarding teaching and maintaining record. They are instructed to comply with the rules of the host schools. With due consultation with subject-teachers they plan and execute it.

Role - Teacher Educator

During staff meeting teacher educators are consulted and their role is well defined. Pedagogy specific instructions are given.

Assessment Modes

Assessment formats for lesson supervision by subject teachers, mentor teachers, peer feedback, reflective journal and other activities are designed. Criteria is made known to the interns.

Visit to Innovative Schools

Student are exposed to ICSE, CBSE and State Board schools. This familiarizes them to meet diversity.

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

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

2.4.9.1 - Number of final year students during the academic year

44

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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

By Teacher Educators

They supervise interns in the host schools on a regular basis. Lessons and activities are observed. Feedback from Mentor teacher and Principal is obtained, and intern is guided to refine teaching competencies. Constant monitoring is given priority.

By School Teachers

School teachers record their observations with regard to planning of instruction, content delivery, use of TLM, classroom management, assessment modes, use of technology, acceptance of feedback and execution of co-scholastic activities. Feedback is recorded in the format prescribed by the institution. Besides, subject teacher also guide the interns with subject specific feedback and positive reinforcement is given.

By School Principal

Principal is overall in charge of the interns. She appoints mentor teacher for the intern for a close supervision and she in turn updates her with the incremental growth. Occasionally observes lessons and provides constructive feedback.

By Peers

The peers are encouraged to observe the classes of student-teachers and provide suggestions for improvement. Observations in terms of content mastery and delivery, use of TLM, classroom management, use of ICT, and assessment techniques used are recorded and feedback provided. Certain activities are planned and executed together.

Comprehensive monitoring by different persons ensures a thorough analysis of interns performance during internship.

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

17

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

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

11

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

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

149

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

149

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

The In house discussions held are:

1. New Education Policy 2020

Discourse about principles of the policy and vision regarding many dimensions is made.

1. Discussion on the implementation of Two year B.Ed degree Programme

3. In house discussions to Research such as Pre-colloquiums and PhD viva voce. External examiners from different Universities conduct Pre-colloquium of research scholars and PhD viva voce.

3. Teachers attend various academic programmes Teachers attend seminars, conferences, workshops, Faculty development programmes

4. Techno- Pedagogy Workshop was conducted with effective discussion in the meeting, an online workshop on developing online modes and e-content development was conducted for school teachers.

Share information with colleagues and other institutions about policies and regulations

1. The faculty who attend various educational programmes make an attempt to share their knowledge with the colleagues

2. Discussion on implementation of two year B.Ed. Curriculum

3. Exchange of information regarding rules and regulations, norms, functioning, curriculum structure, assessment patterns, nature of activities is shared with colleges and implemented depending on needs of the institution.

4. Information shared in online groups such as WhatsApp

5. Sharing of educational information among staff

A file concerning the invites and brochures of various programmes are maintained for references.

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

2.6 - Evaluation Process

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

The institution follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and is beneficial to both students and teachers. Students are able to enhance their existing knowledge and receive regular feedback on their learning progress. Teachers to diagnose learning difficulties and plan remedial instruction on the basis of continuous internal assessment.

Two internal tests and an exam at the end of each semester is conducted. The allotment of marks for semester and internal tests is 80 and 20. Semester exam include theory papers and internal tests marks is based on their test marks and presentation and submission of their assignment. Question papers are designed according to Bloom's revised taxonomy. Internal assessment marks is displayed on the college notice board and students approve it by duly signing the same.

The EPC courses are assessed differently depending on the nature of the subject either through assignments, presentation or activities. A different evaluation criteria is developed keeping in mind the subject objectives and students are assessed objectively. The criteria for evaluation is made known to the students at the beginning of each semester. Constructive feedback is given to the students to accelerate learning and remedial instruction is planned.

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

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

Five of the above

opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

Controller of Examination is responsible for the conduct of Semester exams. This office designs guidelines for the smooth conduct of internal exams and orients students and attends upon redressal of grievances. Grievances related to Semester exam are reported through filling appropriate documents which the institution has designed in par with Mangalore University and appropriate charges are levied. Appropriate actions are taken by the Controller of Examination.

The Exam Committee takes care of internal assessment and explains the procedure for redressal of internal exam related grievances at the beginning of the academic year. The Internal Assessment is transparent and the performance of students in the internal exams is assessed within a week after the test. Students are free to clarify their doubts with the concerned faculty. Staff gives appropriate explanation to the doubts raised by students. When unsatisfied with the explanation, they approach the Exam Committee and grievance are expressed in writing. The Exam Committee convenes the meeting with the student and teachers involved to discuss the matter. It weighs the evidences available and makes decisions for the redressal of test related grievances. The group grievances of students if any, are also brought to the attention of the Committee.

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

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

The academic calendar is developed by the faculty during institutional planning. It is designed after a rigorous process of consultation with the academic and administrative units and based on feedback of the previous year. The same is placed before BOS, Academic Council and Governing Body of the College for review and then it is passed to be implemented. The approved academic calendar is uploaded on the college website and also displayed on the notice board.

The academic calendar includes the dates of internal assessment of both theory and practical papers. This enables teachers to plan teaching-learning process and students are benefitted to be prepared for the test and semester exams. The institution adheres to the academic calendar for the conduct of internal test. At times test schedules are subject to change according to unforeseen circumstances. In such occasions students are informed much in advance so as to avoid any confusion. Valuation of answer scripts, announcing the results are completed within ten days and grievances are addressed through proper channel.

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

2.7 - Student Performance and Learning Outcomes

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

PLO and CLOs are the crux of teaching-learning process. They enable prospective teachers and teacher educators professional excellence. Teachers consider CLOs for every unit and plan

accordingly different aspects of subjects they teach. They plan assignments, constructive approaches, collaborative tasks, content enrichment programmes, discussion on contextual linkages, group projects and special lectures each semester. Tasks and assignments are given to develop their professional competencies. It prepares them for modern society with academic, research and professional excellence. Through discipline based courses academic and professional competencies are developed. Activities are designed to give an understanding of socio-psychological perspectives of the learner and acquire expertise on curricular and pedagogical concerns of the learner. Research skills are fostered through subject like research project wherein student-teachers are taught to construct different assessment tools and methods to carry out research. Students at the end of the course exhibit competency to independently undertake research work and publications of high quality. Social competencies are developed through need-based community oriented programmes. While personality development programmes cater to enhancement of personal competencies, spiritual empowerment is promoted through value oriented educational programmes. The entire process of teaching and learning is thus carefully planned and executed for different programmes.

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

2.7.2 - Pass percentage of Students during the year

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

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

Performance of student is measured in three domains, i.e., cognitive, affective and psychomotor. Cognitive attainment is monitored through the scores obtained in internal and semester exams. Development of professional attributes are traced through learning tasks and personalized by teachers to suit the needs of the learners. The institution conducts two internal tests and an exam at the end of each semester. Attainment of CLOs is analysed and checked. Students who failed to attain are mentored by the staff and remedial support is planned.

Academic activities and assignments are planned according to different subjects taught in the semester. Remarks in all these dimensions are recorded in the transcript of internal assessment. Teaching competencies are measured during Micro-teaching, integrated and simulated lessons, practice-in-teaching, ICT based simulated lessons, lessons taught during internship, observation of peer lessons, self-reflection through reflective journals. Research competencies are evaluated through 'research project' for B Ed students and dissertation for M Ed students.

In addition, EPC comprising Reading and Reflection, Drama and Art in Education, Understanding the Self and Yoga, Language across the curriculum and Application of ICT. Evaluation criteria is drawn by the staff for various above mentioned papers and the attainment of PLO and CLO is checked.

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

2.7.4 - Performance of outgoing students in internal assessment

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

45

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

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

Learner needs are identified through the mentoring. Internal assessment is aimed at tracking student performance at cognitive, affective and psychomotor domains. Besides, through teacher aptitude test professional competency is assessed at entry and exit level. Life skills, ICT skills and social skills are assessed and catered to by concerted efforts of all teachers. A number of skill development initiatives are planned. The institution collaborated with educational agencies to organize soft skill and life skill training for students. The teachers encouraged the students to use library resources. Incremental growth is observed in developing teaching competencies and pedagogical content knowledge from semester to semester. This is made possible by the teachers who assess students' growth through the evaluation criteria developed by the staff.

The ICT usage of students showed a sharp increase. This evidenced the success of ICT Basic Course and ICT Applications in acquainting students with digital technology and encouraging them to use technology for teaching-learning. The Pedagogical Content Knowledge of the students showed an increase. This becomes a basis for the continued efforts of the institution to design learning experiences to cater to the needs of the students.

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

2.8 - Student Satisfaction Survey	
2.8.1 - Online student satisfaction survey regarding teaching learning process	
Nil	
RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
00	
File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
00	
File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Three of the above

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

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

Two of the above

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

3.2 - Research Publications

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

13

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

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

02

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

3.3 - Outreach Activities

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

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

1

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

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

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

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

98

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

98

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

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

Service learning one of the best practice of the institution sensitized the prospective teachers to social issues and exposed them to their essential moral and civic obligations, fostering life-long civic engagement, adapting to the needs of the learners with diverse and special needs, and having a commitment to advocate for social justice for children and families. The service learning activities included the target groups namely, specially challenged children from the community, elderly people in the old age homes and hospitals, unaffordable poor children of the community, rural school teachers and students, socially and economically deprived children of the Community.

During the academic year 2021-22 the target group chosen was Differently abled children. An activity was conducted in association with the Super Special Youth Vocational Training Group, a local NGO group of parents and local people interested in differently abled children was chosen as the agency of collaboration. 98 B,Ed students and 8 M,Ed students were given the tasks to plan and execute an online vocational training programme for the differently abled children. The students were divided into groups of 5 and were guided to plan and execute the service learning activity.

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

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

00

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

3.4 - Collaboration and Linkages

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

00

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

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

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus has an area of 8 acres and built up area is 6594.73 square meters. There are adequate number of well-equipped, ventilated classrooms with ample seating arrangement for General classes and pedagogy classes with ICT facilities. 7 classrooms out of 8 are equipped with ICT enabled facilities, Science Laboratory with equipment's and materials, conference hall having seating capacity of 250 people with LCD Projector, screen and sound system to conduct conferences, seminars, workshops, training sessions, alumnae meetings, memorial lectures, morning assembly and co-curricular activities, ICT facilities include computer laboratory with internet facility, internet browsing centre,, LCD's, digital camera and reprography facilities, Psychology, library with collection of 34,653 books, journals, also included Well-equipped digital library, well maintained indoor and outdoor stadium, equipped gym with suitable fitness materials are maintained for physical and health education. Computers with access to the internet (Wifi) for Ph. D, M.Ed. and B.Ed. students. A multipurpose hall to conduct group activities and competitions, Museum to showcase and to display teaching learning aids.

Wash room facilities, resting room, purified drinking water facilities, Hostel facility on the campus with all the requisites. Self-start generator, backup battery for computers. Vehicle parking place for staff and students.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.stannscollegeofeducation.org/lms/facilities
Any other relevant information	View File

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

1038415

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

- The software 'EASYLIB' is used by the Staff and the Students to search the database of books based on Author, Title, and Subject catalogues, through EASYLIB Barcoding of all books- circulation of barcoded books after scanning.
- Library has a Book Bank facility established by the UGC and by the Management, students are given books from Book Bank for the full Academic Year. Reference Services are provided to the users with proper guidance and assistance in searching for relevant information needed by them, list of the New Arrivals is displayed.
- Online Access is available for Journals published by SAGE, (more than 9,330 e-journals including Current Issues and more than 2, 50,872 e-books) through INFLIBNET, Bibliographic Index of our Library Journals is available for Ready Reference Work. Page 74/130 21-06-2022 03:18:35 Self Study Report of ST. ANN'S COLLEGE OF EDUCATION(AUTONOMOUS) Internet /Wi-Fi Facility is Available. Library digitization - The main purpose of Digi library is to organize all the books of the college library into digital format with the help of e-library.

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

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

- The project proposal on digitization programme is prepared by Society of E-Governance Digitization Data Centre (SEGDC). As a part of digital India, the institution has opted for 'Digi -Library'
- The Complete Transformation of Library books into digital format.
- The institute displays the board-developed and implemented by 'Society of E-Governance Digitization Data Centre

(SEGDC), Kerala' at entrance of the library.

- The total value on project investment is 6,681,550/-. Library Digitization work is in progress. Presently the first phase of digital library is installed.
- Currently the digital library is accessible in the Local Area Network only. The college has applied for Static IP from the service provider (BSNL) upon the receipt of which Wide Area Network will be provided.
- The students and staff have been assigned Unique User ID and Password to access the digital library. The needed infrastructure is installed in the college library are: Page 75/130 21-06-2022 03:18:35 Self Study Report of ST. ANN'S COLLEGE OF EDUCATION (AUTONOMOUS) Desktop 13/19.5 LED Monitor Intel Xeon server 8GB RAM 2*2TBHDD Networking Scanner -1 UPS-4KVA(3Battery) Digi-Library Software Digitization of 19834 Books Software specification Framework : Yii2 Basic Software : PHP7.0 or higher, Composer v1.8.4 or higher Database: MySql.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

148725

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

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

144

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	library:stannscollegeofeducation.org/index.php/en/student-registration/activatedindex?page=4
Any other relevant information	View File

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

Two of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
<p>Computer laboratory is updated with additional computers and internet facility for computer practical classes and to make provision for teacher trainees to develop e-lessons.</p> <p>Class rooms with Interactive Boards, Projectors with latest version of computers for teaching learning purpose with internet facility</p> <p>The computers in the Research Centre and Library with internet connectivity for B.Ed and M.Ed. Students, Ph.D. scholars and the staff to prepare teaching learning material, lecture notes, seminars, download useful information and preparation of e-content.</p> <p>Wi-Fi facility was installed in the year 2021 with Ruckus Wireless Access Point BSNL 200 MBPS Fiber Internet Broadband Line</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File
4.3.2 - Student – Computer ratio during the academic year	
0.72:1	

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=agp3vgED8Fc
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=tPxUPYen3Q8
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

916412

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

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

The infrastructure pertaining to physical, academic and support facilities in the college are regularly maintained.

The maintenance of the building includes major and minor repairs and inclusions with need-based modifications in the aspects of electrical, ventilation, painting, plumbing and flooring

All the classrooms, Staff rooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by support staff and

students assigned. The campus maintenance is monitored through surveillance Cameras.

Stock verification is carried out on a regular basis by maintaining a stock register for the available equipment in Science Laboratory. Replacement of out-of-stock chemicals and broken apparatus is seen to as per the need.

The computer maintenance services are being provided by a private company on annual contract basis. Care is taken to ensure that the technical services are received throughout the working hours

The books are issued to both faculty members and students through manual and computer system. Every year nearly books worth Rs. 50,000/- are added to the library.

The Library Committee takes a decision about the purchase of the books. The requirement and list of books is taken from the concerned subject teachers

File Description	Documents
Appropriate link(s) on the institutional website	https://www.stannscollegeofeducation.org/lms/facilities
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

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

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
46	46

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

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

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

2

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

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

13

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

5.3 - Student Participation and Activities

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

Student Council plays an active and proactive role in the institutional functioning. They take leadership in planning and organizing academic as well as non-academic activities. They collaborate with the staff in the conduct of the same. They are also members in various cells and committees. They provide valuable suggestions to modify syllabus, infrastructure, curricular as well as co-curricular activities. The institution accepts their suggestions and feedback and bring about necessary changes. Through these they contribute towards students welfare as well as effective functioning of the institution. They monitor discipline and cleanliness drive very efficiently. Student representatives are also involved in the evaluation of the effectiveness of the programmes of every semester and provide constructive feedback. They also represent various needs of the students for consideration and remediation. This is how the student council collaborates with the staff to bring about changes. They act as a link between the staff and the students. There are student representatives in the IQAC of the institution and contribute towards assurance of quality in institutional programmes. Student council facilitates exchange of ideas, interests, and concerns. Student council has a significant responsibility to establish a team in which all students work constructively to develop institutional ideals.

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

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

04

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

5.4 - Alumni Engagement

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

Alumni association contributes significantly for the development of the institution. Two significant contributions of Alumni Association are:

- Institution of the Gold medal worth Rs. 10,000/- each for M. Ed and B. Ed first rank holders, a cash price of 6,000/- and 2,000/- for second and third rank respectively.
- Content enrichment Programme: To improve the quality of education by enhancing professional and personal competencies of teacher trainees Alumni Association conducts various programmes.

Besides these College conducts a number of educative programmes in collaboration with Alumni Association. The Mother Josephine Memorial Lecture is organised annually with an objective of enabling alumnae to benefit from these programmes and keep in touch with the Alma Mater. The Alumni Association brings out a Newsletter titled 'Expressions...' . Providing job placement to our students is their main and biggest contribution. Valuable and constructive suggestions are given for quality enhancement. They render cooperation in organising demonstration lessons, practice teaching, internship and practical examination. Another contribution is that they serve as resource persons for our seminars and workshops and as judges for various competitions held in our college. Board of Studies, Governing Body, Academic Council and IQAC of the College has the involvement of alumnae.

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

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

Five/Six of the above

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

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

02

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

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

Alumni contributes towards the growth of the institution by helping to build and grow our institution's brand through word-of-mouth marketing. College also relies on alumni to They provide mentoring, internships, and career opportunities to students. Alumni offers careers support to our students through innovative schemes. It is through this support from alumni that we are also able to retain our place as one of the highest ranked institutions in India for graduate employability. Financial support is rendered by them to the deserving poor students. Scholarships have been founded by them. They have also founded gold medal for B. Ed and M. Ed rank holders and cash prizes for other toppers of these courses. They provide constructive and valuable suggestions during BOS and Academic Council sessions for the quality enhancement of the College. They have rendered their services as resource persons for Subject specific themes, various seminars and workshops to motivate the students and also nurture their talents. Alumnae serve the institution as members of IQAC of the College. Thus, the Alumni Association serves in supporting and nurturing the students of our College.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of the institution stems from the vision and mission which are based on democratic, growth-oriented, value-driven and inclusive principles. Decentralisation, delegation, bottom-up planning ensure the achievement of institutional goals.

They are actualised through the perspective plan specifying the

strategy development and deployment process through: Curriculum Development - The plan propels to incorporate innovation, sustainable development goals, environmental concern and life-long learning. Academic and personal competencies are developed through professional training and creative thinking. Professional development of the faculty and career advancement are nurtured through the implementation of human resource plan. Training and research is promoted. MoU & linkages are initiated for academic enrichment. Extension Services like Service learning and community engagement cater to socially disadvantaged and underprivileged. Incremental infrastructural facilities are created to provide a conducive ambience for holistic development. Environmental Concern through Sustainable Green Initiatives are practised. The IQAC plans and monitors quality sustenance and enhancement initiatives.

Decentralisation is facilitated through the delegation of powers to various committees. Faculty participation in decision making bodies is witnessed through statutory bodies. Institutional governance adheres to the vision and mission and strives for academic excellence, character formation, moral rectitude, intellectual integrity, development of skills and compassion to mould individuals.

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

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

Participative leadership in Academic roles - The academic roles of the institution nurture leadership. Teaching faculty are entrusted with monitoring day-to-day academic activities of the deanery and departments. Faculty members have leadership roles in statutory and non-statutory bodies.

Participative leadership in administrative roles play a pivotal role in an institutional development. Members of the IQAC initiate, plan and supervise various activities to enhance and sustain the academic and administrative quality. The Controller of Examinations administers and monitors examination process and publication of results. Faculty actively participate and share invaluable suggestions during institutional planning and monthly meetings.

Participative leadership in extension and student support services - Faculty members are in the forefront of community engagement and student support as coordinators. The Placement Officer organises career orientation, employability enhancement and placement. Faculty members coordinate and lead various clubs and associations for student support services: Red Cross cell, Eco club, Literary club and Human Right's cell. Staff conduct orientation sessions to students on family life, topics of ethical & leadership in keeping with AC ethos. Mentoring System monitor academic, personal growth and overall development of students, being available for counselling and providing much-needed support mechanism to identify weak performers and provide remedial support.

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

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

Internal and external financial audits is conducted periodically. Management and government auditors verify financial transactions and approval of proper authority for each financial transactions is done. Based on this, they issue audit report for true and fair view on financial statements. Based on the audited financial statements, auditor issues his report and placed before the finance committee and Governing Body.

Transparency is followed in academic functioning. Staff members are appointed as per the norms of NCTE and UGC. A selection panel interviews the candidates and recommends the staff for appointment to the Apostolic Carmel Educational Society. Institutional Planning is done at the beginning of academic year wherein the

faculty plan academic and non-academic activities. Modification of syllabus and periodic evaluation of the programme is done.

Appointment of Controller of Examinations, BOE, BOAE is done in par with the regulations. Transparency in internal assessment and valuation is given utmost important. B.Ed. and M.Ed. results are passed and recommended by Academic Council and Governing Body.

The AC management and the government conduct administrative inspection. Admission process is fair and based on merit. Students under management quota are admitted as per minority institution status.

Library is digitised, and Library automation is in function.

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

6.2 - Strategy Development and Deployment

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

e-content development

Keeping in mind the advancements in technology and the plethora of innovative digital devices, College trained our students in developing e-content.

Objectives:

- To develop e-content material in a creative way.
- To promote generation of e-Content in respective pedagogy.
- To inculcate digital literacy skills.

A two day workshop was organised for 8 & 17 July 202 in two phases. The first phase included an introduction to e-content development and its components. By the end of the phase, students were taught to write a video script. Hands-on experience of apps and software like Linux, Open Shot Editor, OBS Studio was included in the second phase.

After the workshop pedagogy teachers guided them, and each student

developed two e-content lessons in each Pedagogy. Assessment criteria was drawn up and were assessed. Best e-content lessons were uploaded on College YouTube channel.

The workshop couldn't have come in a better time than now when online learning has become the need of the hour. It helped them to realize how we need to blend traditional to the unconventional mode of teaching. It gave an understanding about different software and apps available in open and proprietary resources to be used by teachers and students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://stannscollegeofeducation.org/lms/strategic_planning
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The organisational structure of the institution is designed to facilitate effective governance, participative management and decision making. The institution is managed by the Apostolic Carmel Educational Society, Karnataka Province. The Governing Body, Academic Council, Finance Committee and Board of Studies are constituted according to UGC guidelines. They approve the institutional perspective plan and proposed programmes of study, establishes academic committees, and ratifies the recommendations. Office of Controller of Examination takes care of examination matters. Non-statutory Bodies such as IQAC, admission, research, student welfare, library, anti-ragging, prevention of sexual harassment, placement cell, planning and evaluation, academic audit, grievance redressal, examination, equal opportunity and, red cross cells function effectively to nurture academic and administrative excellence fulfilling the benchmarks of teacher education. Students' Council assist the staff in smooth functioning college activities. Librarian takes responsibility for the maintenance and updating of Library resources and facilities. Non-teaching staff assists in the administrative matters.

Recruitment Procedure: The faculty selection is done according to norms prescribed by UGC and NCTE. Advertisement regarding vacancies is published in the newspapers. The selection board screens and selects candidates based on qualification, experience and performance in the interview. Service rules prescribed by the Apostolic Carmel Educational Society is followed.

File Description	Documents
Link to organogram on the institutional website	http://stannscollegeofeducation.org/lms/organogram
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

Shift to Online Teaching

COVID-19 resulted in the closure of educational institutions across the globe. Teachers were encouraged to take up classes on WhatsApp group and Google classroom. Academic needs of the students was met through mentor-mentee WhatsApp groups. IQAC decided to go for paid version of Zoom platform to organize classes, webinars, guest lectures, competitions, celebration of days of national significance and other programmes which kept the students engaged and active. Remote learning was reviewed periodically. Teaching-in-practise was held on online platform which was an unique experience to student-teachers. The conduct of online classes and the efforts taken by teachers to implement their teaching plans on an online mode was reviewed.

Outcome of the decisions

The decisions of the IQAC enabled teachers to become experts in delivering lessons on Zoom platform and Google meet. e-content was developed to supplement their teaching. Webinars and online FDPs were organized for teaching faculty of the institution. The teachers became acquainted with the usage of online teaching, learning and evaluation apps. Thus, the IQAC of the institution has played a major role in ensuring the transition to online teaching-learning a smooth process for both teachers and students.

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

6.3 - Faculty Empowerment Strategies

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

Monetary Welfare Measures: The college is concerned about the physical and psychological well-being of all the stakeholders. The management builds an inclusive culture and creates a family atmosphere in the campus.

- The institution provides financial support for staff training, skill upgradation, attending conferences,

workshops, FDPs, refresher and orientation courses.

- FDP is organised for faculty to rejuvenate themselves.
- Individual faculty and staff cabins are provided with laptops and Wi-Fi connectivity.
- Statutory welfare measures such as Gratuity Fund, Employee Provident Fund and ESI to staff members.
- Financial support is given to meet the medical expenses of staff and their family members.
- Educational fee concession for the children of staff members studying in campus institutions.

General Welfare:

1. Centralised Wi-fi facility is available.
2. Earned leave, on duty leave, maternity leave and medical leave granted to staff as and when need arises.
3. Well-equipped facilities to access online & offline journals. Internet browsing facility, e-resources.
4. Reprographic/Photocopying facility.
5. Staff get-to-gather for the feast of the patron of the college and other significant days of the Management.
6. Boiled and cooled water for drinking, guest rooms with beds and attached toilet cum bathing rooms for resting when needed is provided for the staff.

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

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

4

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

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

2

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

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

1

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

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

Performance Appraisal System for Teachers is done annually, and faculty fill the required details. Institution follows UGC pattern, which contains academic qualifications, research experience, training, research projects done, conferences & workshops attended and the information about the online courses pursued during the year. Besides, it includes innovations and contributions in teaching such as designing curriculum, teaching methods, evaluation methods, preparation of resource materials and remedial teaching or student counselling. They are also asked to give a description of the extension work such as positions held, leadership role played, and a brief account of the extension work carried out, participation in corporate life. They reflect their teaching experience and submit a reflective portfolio at the end of the academic year. The Principal gives personal suggestions and feedback and also points out the areas for improvement, if any.

Performance Appraisal System for Non- teaching Staff appraises their abilities to maintain files and records, to learn new work, technical skills, knowledge of rules, regulations and procedures, neatness in work and execution of work with team spirit. Weightage is given to assess their accuracy, speed of work, punctuality and interaction with colleagues and students. The administrator objectively appraises their performance and given feedback.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Internal Financial Audit Mechanism

The Finance Committee is the monitoring authority for the financial management of the institution. The Principal, chairman of the Finance Committee assisted by the Finance Officer of Mangalore University and the treasurer of Apostolic Carmel Society, convenes a meeting bi-annually where income and expenditure is carefully scrutinised before the annual external financial audit. The annual budget of the institution is prepared and the Management reviews and approves the budget. The inventory audit is conducted to verify the equipment, computers, furniture and fixtures, and infrastructure in the classrooms and administrative offices.

External Financial Audit

External audit is carried out by Rodrigues and D Souza, Mangaluru. They conduct interim and final audit. The audit observations provided by the audit firm are carried out immediately. The accountant has regular interactions with the audit firm regarding receipts and payments and financial statements. Audit objections raised by the audit firm is discussed in the Finance Committee and report of action taken is submitted duly.

The accounts related to the Department of Collegiate Education are audited by the auditors appointed by the Educational Department annually.

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

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

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

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

There is a well-defined mechanism to monitor efficient utilization of financial resources. A well planned budget guides the mobilisation and optimal utilization of funds. The sources of funds are fees collected from the students and aided staff salary grant received from the State Government.

The expenditure incurred annually:

- Maintenance Expenses - cost incurred to keep the assets and other material resources in working condition, used for general maintenance of computers, electrical goods, buildings, solar power plant and other.
- Infrastructure Augmentation Expenses - the expenditure for construction work, purchase of equipment, books and other resources.
- Salary Expenses - payment of salary and other benefits to unaided staff.
- Recurring Expenses - subscription charges for magazines, journals, newspapers and electricity bill.
- Financial Support to Teachers - cost incurred for teachers to attend workshops and conferences.
- Publication expenses - publication of annual college magazine, Alumni newsletter and college research journal.
- Expenses towards Academic Programmes - expenditure on organizing various seminars, workshops, conferences, special lectures, special addresses and other.
- Miscellaneous Expenses - postage charges, purchase of

stationery and other expenses.

The outstanding growth of the institution is a reliable evidence for the effective utilization and efficient mobilization of funds.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Quality culture is the defining characteristic of IQAC. Procedures to work towards quality include defining the roles of members where members are aware of their role. Consideration of student needs assures quality The teachers represent diverse needs of students during meeting. Decisions are made considering them. A few quality initiatives are taken, and cell works towards the attainment of those initiatives. Besides it also plans curricular transaction. Teaching Plan is drawn for every programme at the beginning of the academic year to facilitate participatory and experiential learning. They are discussed and refined. Action plans comprising of a variety of activities are drawn apart from regular curricular activities.

Review of teaching-learning process another important aspect. Teacher Evaluation conducted which helps to understand teachers strengths and scope for improvement. The progress in the implementation of teaching plans is discussed in formal and informal ways by the teaching staff. Professional development of teacher is monitored and motivates teachers for their continuous professional development. It encourages to enhance research culture of the institution. To strengthen the quality of the conducted programmes, feedback is obtained from participants, stakeholders and are analysed systematically and action taken. Cell takes special efforts towards documentation of activities in a systematic way.

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

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

To keep in par with recent trends in education, programme wise modification of syllabus is done. Members analyse, review, refine and then approved. It organizes plethora of activities like seminars, webinars, guest lectures, workshops and training sessions to upskill and expand teaching competencies, technical abilities, life skills and social skills of student-teachers.

Teacher Evaluation by the students is done regularly. The confidentiality of the same is maintained so that students can evaluate teachers without any hesitation. The data obtained is analysed objectively. The analysis of the feedback is made known to the staff. This is followed by a private discussion between the teacher and the Principal. The discussion helps teachers to understand the areas of improvement. Besides teachers collect subject wise feedback from students at the end of every semester.

After internal examination teachers analyse marks obtained by the students and identify the unattained learning outcomes if any and make efforts to achieve them. Remedial coaching and mentoring in the form of catch-up hours is a part of the teaching learning process. Enrichment content is also planned by teachers. Measures are taken by teachers to find out whether learners are satisfied with the classes through discussion and feedback through the mentor mentee meetings.

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

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

22

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://stannscollegeofeducation.org/uploads/lms/2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://stannscollegeofeducation.org/lms/aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Strengthening of IQAC

The institution felt the need to strengthen and to make IQAC more functional and accountable. Efforts have been made in this direction and IQAC today plays a central role in assuring quality in all aspects of institutional functioning. It serves as the chief advisory body for all academic and administrative matters of the institution. Besides pooling its ideas from different stakeholders decisions are taken with consultation of its members. It plans for quality initiatives by way of motivating teachers to develop individual action plans. The teaching learning process of the institution is made more systematic and accountable by IQAC. The execution of of quality initiatives are reviewed. The Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.

Feedback Mechanism

It was noted that the College lacked a systematic feedback mechanism. Hence, feedback formats such as Programme, semester wise feedback from students, feedback from different stakeholders, teaching and non-teaching staff evaluation were drawn up. The same is analysed and documented. Obtained feedback is discussed during IQAC meetings and steps are taken to implement the suggestions.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution's energy policy aims to reduce energy consumption and energy cost and promotes long-term economic and environment sustainability. The policy statement sets out our commitment to efficient use of energy resources and conservation, use of alternate sources of energy to meet the power requirements, making our internal operations as environmental friendly as possible. To use energy wisely and efficiently, traditional light bulbs, which consume excessive amount of electricity were replaced with CFLs and LED bulbs. Energy efficient appliances have been used for efficient energy use. Solar panels have been implemented as an alternate energy resource and make institution's energy practices eco-friendlier. Students are instructed to unplug the electronic devices such as light bulbs, fans, computers, smart boards and other electronic devices to prevent energy wastage. Switches have been labelled to help staff and students to identify and turn on necessary electrical equipment to minimize energy wastage. Sign posts have been put to remind students to save energy and to create awareness about energy conservation. Timely awareness to students is given on energy saving on an informal basis. Maintenance of all the electrical appliances is being carried out at regular intervals to reduce wastage of energy.

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

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

Our college is committed to effective waste management to minimize environmental impact and promote sustainability. Our policy emphasizes reducing, reusing, and recycling waste materials and thereby ensures the health and welfare of all the staff and students through proper waste management practices. The purpose of the policy is to develop sustainable waste management practices within the college campus to reduce the environmental impact and to make a positive contribution to the local environment. Our waste management practices include

- Identifying and promoting safe methods of segregation and disposal of waste
- minimize waste generation and to facilitate repair, reuse and recycling over the disposal of waste wherever possible
- Providing guidance to all staff and students in safe handling and disposal of waste with regard to health and safety regulations
- Promote environmental awareness in order to increase and encourage waste minimization, reuse and recycling
- Print double-sided to cut down on use of paper provide clearly defined roles and responsibilities to identify and co-ordinate each activity of waste management
- Ensure that all waste containers are labelled and with proper closure.
- Staff and students have been given awareness on ways of disposing of waste such as separating, reducing, reusing, recycling and composting.
- Separate bins have been set up for different kinds of waste, bins have been labelled as dry waste and wet waste

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Four of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 353 539 421">File Description</th> <th data-bbox="539 353 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 562">Documentary evidence in support of each selected response</td> <td data-bbox="539 421 1445 562">View File</td> </tr> <tr> <td data-bbox="86 562 539 629">Geo-tagged photographs</td> <td data-bbox="539 562 1445 629">View File</td> </tr> <tr> <td data-bbox="86 629 539 770">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 629 1445 770">No File Uploaded</td> </tr> <tr> <td data-bbox="86 770 539 837">Any other relevant information</td> <td data-bbox="539 770 1445 837">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Documentary evidence in support of each selected response	View File	Geo-tagged photographs	View File	Income Expenditure statement highlighting the specific components	No File Uploaded	Any other relevant information	No File Uploaded	
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Documentary evidence in support of each selected response	View File										
Geo-tagged photographs	View File										
Income Expenditure statement highlighting the specific components	No File Uploaded										
Any other relevant information	No File Uploaded										
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Three of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 1102 539 1169">File Description</th> <th data-bbox="539 1102 1445 1169">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1169 539 1310">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 1169 1445 1310">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1310 539 1406">Documentary evidence in support of the claim</td> <td data-bbox="539 1310 1445 1406">View File</td> </tr> <tr> <td data-bbox="86 1406 539 1473">Geo-tagged photographs</td> <td data-bbox="539 1406 1445 1473">View File</td> </tr> <tr> <td data-bbox="86 1473 539 1541">Any other relevant information</td> <td data-bbox="539 1473 1445 1541">View File</td> </tr> </tbody> </table>	File Description	Documents	Income Expenditure statement highlighting the specific components	No File Uploaded	Documentary evidence in support of the claim	View File	Geo-tagged photographs	View File	Any other relevant information	View File	
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Income Expenditure statement highlighting the specific components	No File Uploaded										
Documentary evidence in support of the claim	View File										
Geo-tagged photographs	View File										
Any other relevant information	View File										
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>											
<p>Our institution implemented comprehensive measures to maintain cleanliness and sanitation across the campus. Our commitment to a green cover is evident through our beautiful garden and trees planted across the campus. To provide a pollution-free environment, we have implemented eco-friendly practices. We have minimized waste generation, promoting recycling and responsible waste disposal. The institution strives hard to keep its</p>											

surroundings clean through awareness programmes and cleanliness drive programmes for the student teachers. Seminars on health and hygiene, sanitation etc are organized to guide them on better health goals. Student teachers are trained in making paper carry bags, cloth bags and creating best out of waste. Weekly cleaning of the college campus is done by student teachers under the supervision of the staff. This includes cleaning of common areas, classrooms, restrooms, and outdoor space to provide a pleasant and hygienic environment for students, staff, and visitors. Separate wash room facilities are provided for staff and students including men and women. Purified Drinking water facility is extended to our staff and students. The institution makes sure that the surrounding area is maintained properly and are conducive for teaching and learning. The institution promotes sustainable practices among staff and students. This include use of solar energy, implementing energy-efficient appliances and encouraging the use of reusable products, reducing paper waste through digital communication.

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

<p>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants</p>	<p>Four of the above</p>
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.19195 lakhs

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

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

By actively incorporating the local environment, locational knowledge, resources and community practices into educational approach, our college demonstrates its commitment to producing responsible educators who caters to the needs of the locality. This involves organizing educational outreach programs, visit to places of local importance, visit to educational institutions etc. The institution identifies and utilizes local resources, such as museums, historical sites, local heritage centers and natural landmarks to enrich the learning experience.

To develop link with a local community and to create awareness on various community related problems, student teachers are

encouraged to take up community related projects on various issues or topics. Student teachers identify key challenges faced by the local community, such as lack of awareness on e-banking, electoral affairs, health and other socioeconomic issues and integrates these challenges into curriculum and gain valuable insights into these issues, fostering a sense of social responsibility. These initiatives not only provide practical experience for student teachers but also directly impact the community, addressing its challenges and promoting educational development. Using local experts, efforts have been made to broaden the horizon of student teachers through conferences, guest lectures, community talks on family life education, spiritual orientation and so on. With an objective of studying the functions and working structure of different streams of educational level, a visit was organized to DIET, Navodaya School, CBSE and ICSE schools.

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

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

A. All of the above

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

7.2 - Best Practices

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

Title: Service Learning

Objective

To enhance learning by integrating academic learning with community service to create socially responsible educators.

The context

Providing enriching service learning experience by integrating curriculum through community related outreach programme.

The Practice

It includes meaningful community service activities such as outreach programmes, classroom teaching, conducting sports meet, community projects. Structured reflection ensures student teachers to connect their service experiences with academic learning and personal development.

Evidence of Success

Service learning has increased student engagement, improved understanding of diverse perspectives, enhanced communication skills, empathy skills and leadership abilities. It has sensitized student teachers towards social problems.

Problems encountered

Balancing academic commitments and addressing diverse community needs can be challenging.

Title : Developing research competencies

Objective: To equip aspiring student teachers with the skills to critically analyse educational practices and contribute to innovative teaching methods by updating on educational research.

Context: It includes various areas of educational research which aims at academic excellence and preparing teachers as lifelong learners and educational leaders.

Practice: Student teachers learn to conduct research studies, action research, classroom-based inquiries, and literature reviews deepening their awareness on critical educational problems.

Evidence of success: Several research projects conducted by our student teachers empowered them to be reflective practitioners. They learn to adapt teaching methods and improved student's outcomes, thus contributed to the field of education.

Problems encountered

Limited access to resources, time constraints, and the need for specialized training are some of the challenges.

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

7.3 - Institutional Distinctiveness

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

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

Self-Development of Student Teachers

Our college is committed to the overall development of the student teachers by providing ample opportunities for growth and personality development aiming to prepare them not only as effective educators but also as well-rounded individuals who can contribute positively to society. Some of the efforts made for the holistic development of student teachers are :

Curriculum Integration:Our college provides a comprehensive curriculum that includes not only academic subjects related to teaching methodologies and educational theories but also emphasizes non-academic activities that promotes personal and professional development.

Experiential Learning activities for professional development: Student teachers are provided with practical teaching experiences, including classroom observations and teaching practice. These experiences help them develop effective teaching strategies, classroom management skills, and the ability to adapt to diverse learning needs.

Workshops and Seminars: The college organizes workshops, seminars, and guest lectures on a range of topics that includes personal and professional development.

Non-academic activities: Colleges encourage student teachers to participate in extracurricular activities, such as clubs, sports, cultural events, and community service. These activities foster teamwork, leadership, and a sense of social responsibility.

Continuous Self-Reflection: Student teachers are encouraged to reflect on their teaching practices, personal growth, and professional development. This self-reflection helps them identify areas for improvement and promotes a lifelong learning.

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

