



YEARLY STATUS REPORT - 2020-2021

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	Prof.Dr.Sr.Marry Kutty P.J.	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	040 27804604	
• Mobile No:	8333043723	
• Registered e-mail ID (Principal)	stanns_college@yahoo.com	
• Alternate Email ID	administration@stannscoe.com	
• Address	9-1-82/1, Sarojini Devi Road	
• City/Town	Secunderabad	
• State/UT	Telangana	
• Pin Code	500003	
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	Osmania University
• Name of the IQAC Co-ordinator/Director	Prof. Dr. Ruma Roy
• Phone No.	9652846477
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	iqac@stannscoe.com
• Alternate e-mail address (IQAC)	
3.Website address	www.stannscoe.com
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	85.45	2002	01/10/2002	29/09/2009
Cycle 2	A	3.23	2009	30/09/2009	29/09/2014
Cycle 3	A	3.23	2015	01/05/2015	30/04/2022

6.Date of Establishment of IQAC

15/04/2006

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
St Ann's College of Education	MRP	UGC	03/11/2016	80000.00
St Ann's College of Education	MRP	ICSSR	01/06/2017	160000.00
St Ann's College of Education	MRP	ICSSR	01/06/2017	160000.00
St Ann's College of Education	MRP	ICSSR	15/01/2018	1,50,000.00

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**

2

- 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

[View File](#)

action taken report)		
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)		
1. National & International collaborations 2. Implementation of Blended learning modalities 3. Online assessments and designing rubrics for the same 4.Webinars and workshops in emerging areas 5. Extended community services with NGO 6. Outcome Based Education		
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	
Induction programme for B.Ed and M.Ed based on the guideline laid down by UGC	? Explicit understanding regarding the functioning of the institution, the vision and mission, the course structures and certificate courses offered by the institution. ? Expected Programme outcome, course outcome ? SWOT Analysis of self ? Environmental sensibility: Ice breaking session ? Strategies and tools of evaluation ? Understanding the expectations of the learners ? Exposure to institutional norms and expectations	
Online peer teaching and internship programme and innovative teaching	? Enhancing pedagogical skills ? Designing different types of lessons ? Building confidence in transaction through online mode ? Tackling classroom problems and technical hitches ? Effectively using open educational resources ? Designing instructions and	

	<p>planning based on theories of learning integrating academic knowledge ? Competent in creating a conducive learning environment ? Implementing a well-designed assessment framework ? Innovating teaching - learning process based on models of teaching</p>
Designing online projects with emphasis on enhancing 21st century skills	<p>? All projects redesigned to online modalities ? Exploratory model implemented developing ICT skills ? Developing skills for team working and collaborations ? Enhancing critical thinking to complete project ? Creative artefacts and presentation for project evaluation</p>
Online Seminars presentation & challenging assignment by students	<p>? Content Analysis and synthesis and conceptualisation ? Self-learning and metacognition ? Exposure to technology ? Reflecting and put forth their perspective of the concept ? Discourses are built for participatory learning</p>
Online and offline classes	<p>? Blended mode of learning by enhancing theoretical knowledge with application ? Connecting theory to practices</p>
Community outreach programme in collaboration with VENTEL, MGNCRE	<p>? Developed social and ethical awareness ? Sensitized towards social issues ? Integrating entrepreneurship skill development in resonance with local needs</p>
Workshop on Outcome Based Education and modalities to be implemented at teacher education	<p>? Formulated programme educational outcome (PEO) in sync with the vision and mission of college. ? Defined the programme outcome with the Washington Accord and UGC learning outcome framework. ?</p>

	Formulating the course outcome in the different domains of knowledge and mapping to the programme outcomes
Webinars focused on remote teaching and learning	? Exposed the alumni, students and in-service teachers about the principles of designing the teaching learning process ? Apply different models of teaching ? Bringing awareness of the different tools and techniques of evaluation ? Constructivism in remote learning
Enriched club activities	? Active participation and conduct of programmes such as quiz, important celebrations, competitions ? Online organisation and conduct of activities
Online completion of Dissertation work	? Data collection through Google forms ? Demonstration of data analysis ? Documentation of the report
Online Portfolio presentation	? Design portfolio on Google site ? Document artifacts and reflections semester wise ? Chalk out a road map with futuristic perspective
Online competitions	? Hidden talents explored ? Creative and unique presentations ? Online recording and sharing ? Stress management
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Governing Body	08/11/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	20/01/2022

Extended Profile**2.Student**

2.1	98
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	98
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	98
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	103
Number of students enrolled during the year	

File Description	Documents
Data Template	No File Uploaded

4.Institution	
4.1	22.59957
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	51
Total number of computers on campus for academic purposes	

5.Teacher	
5.1	22
Number of full-time teachers during the year:	

File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded

5.2	21
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	
The curriculum of the college is regularly revised every three years	

with a shift in its transaction of the curriculum due to pandemic. The online lectures were made interactive and discourse oriented to engage the learners to apply and upgrade their ICT skills to develop proficiency in teaching online/ offline and using a plethora of tools such as practical demonstration and online labs to demonstrate concepts in science and geometry. The certificate course in advanced technology was upgraded to support the online pedagogical aspects. The projects were reviewed and remodeled to enable major work online. The community study project followed a blended approach, sensitizing community on different aspects of pandemic. The practical papers and internship were blended. As internship is an important aspect of preparing student teachers, it was completed successfully for students in school with online/ offline classes. As part of the skill India initiative the emphasis was for developing parallel skills. The dissertations of PG students are contextualized to the local to national needs ensuring effective curriculum delivery through systematic, strategic, transparent processes, the almanac acts. Minor changes in the curriculum are made known to members of statutory bodies during the emergency situation and suggestions sought for improvement.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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	View File

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.stannscoe.com/beta/cms-uploads/files/obe-b-ed.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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****18**

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	https://www.stannscOE.com/beta/cms-uploads/files/B_Ed-%20M_Ed-2020-2022-academic-calendar.pdf
Any other relevant information	https://www.stannscOE.com/syllabus-curriculum

1.2.2 - Number of value-added courses offered during the year**8****1.2.2.1 - Number of value-added courses offered during the year****8**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**55****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

55

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

77

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

77

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

- A fundamental or coherent understanding of the field of teacher education

Education strives to optimize the learning process and learning outcomes of their students'. College involves in exploring students perceptions within their B.Ed and M.Ed courses and provides opportunities to acquire links between the courses, field experiences, pedagogical skill development, EPC's and certificate courses. There are 3 major aspects of coherence emphasized 1. External coherence, 2. Internal coherence and 3.Created coherence.

The stated programme outcomes of the course content are formed towards developing pedagogical perspective, understanding the global and local comprehension of reflective writing, apply psychological constructs of learning to the modern dynamics of learning, significance in presenting values, happiness and humor through art, develop positive attitude towards inclusive education, understand self and value of interpersonal relationships are some of the major curricular aspects to create opportunities. These are periodically reviewed and revised as per the feedback.

The PG curriculum are designed to provide opportunities towards enhancing professional skills, competencies, critically reflecting on position papers, awareness of women rights, social commitment ,

research and advancements.

Provision made for PG students as future teacher educators give insight into the innovative models of the teaching. Teaching practice during peer teaching is an internal coherence measure which gives strength to the fundamentals of teaching.

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

Procedural knowledge is arranged in a spiral manner semester wise. The subject and language methodologies designed to teach diversified areas like historical evolution, values of teaching them, school content analysis , aesthetic blend of subjects, scaled down teaching phases focusing on specific skill improvement through different school boards and the requirements for planning and preparation are arranged from primary level to elementary to secondary level understanding of school education. It is a comprehensive and concentric model of curricular and co-curricular, co-scholastic process, to imbibe the rudiments of the teaching-learning approaches, methods, strategies, tactics and techniques required to become professionally competent teachers fit into any system of school education. Area of specialization required to augment interest and passion are kept in mind while designing learning experiences for EPC/ certificate courses.

PG students are further exposed to different levels of teacher education, to the fundamentals of research and re-define new domains of knowledge through experiential learning, optionals to review and re-look into challenging areas

Entrepreneurial aspect is emphasized by creating opportunities for them to explore schools and planning a cyclic approach during internship to get an equal opportunity to secure deep knowledge in their area of specialization from various system of schooling.

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

"Objectives of education is learning not teaching" is an adage from time memorial.

"AN ORIGINAL WORLD VIEW". A capability to extrapolate from others drive out the others opinions about any issue. This college concentrates more on "TRANSFORMATIVE EFFECT" as a quality indicator

beyond general skills or "mental muscle" or "cognitive tussle".

All programmes are prior pointed toward acquisition of "PROPOSITIONAL KNOWLEDGE" and procedural "capabilities" to apply them for finding probable solution like explanation for content, administer and organise curricular transaction for a heterogeneous sample. These are explained through a process based learning style in portfolio management, academic writing reflective journal, so that the student teachers generalise the connectivity and learning outcome with course objectives. Their dispositions are analysed when they drive at expressing their opinions through observing their master teachers, at schools, faculty performance and gives feedback on principal's roles and responsibilities.

UG and PG involved in the planning and execution of the curriculum as SQC members and interaction with alumni motivates their morale. Practical hands on experience in various important activities expands their capabilities to predict their future responsibilities towards society, environment, cultural in shaping the future generations. All these curricular inputs are enforced to prepare "CONTEXT - SPECIFIC - TEACHERS"

- Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Emotional intelligence builds sense of self-awareness among the student teachers to identify their own emotions thoughts and actions, learn to have an altruistic attitude towards peers and students and have the prospect to structure the minds of upcoming generation, so also it is the responsibility of this institution to channelize with a positive and constructive attitude towards life and profession. Emotional intelligence test is used, if needed further guidance and counselling is given.

Emotional intelligence is included as a task based experiential procedure through practical components. Students feedback form, staff appraisal form, Psychological tests are statistically interpreted and the suggestions are used for further improvements.

Community based activities are earmarked in order to develop collaboration with the common people and negotiate their needs for rendering help which is on par with government programmes like SWACCH BHARATH, CLEAN AND GREEN and VENTEL. Communication skills, soft skills, expository writing, academic writing skills to improve various skills such as critical Thinking, negotiation and emphasizes

on developing self-confidence and enhances the capacity to organize and present literature, which further improves research synopsis. Co-curricular activities develop organising, participatory, critical reviews, co-operate living and other emotional based attributes which would further bring stability in the character.

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	View File

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

Development of School System

The programme's gives a broad perspective of the various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), and Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education

Students are familiarized with a comparative study of curriculum framework, curriculum implementation and evaluation syllabus & textbooks of various boards.

Assessment Systems:

Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards.

Norms and Standards:

Students are familiarized with the global norms and standards for teaching and evaluation and the functional differences in Indian

classrooms are oriented with changes in teaching methods.

State-wise Variations:

Student teachers are exposed to different pedagogical practices of boards in schools, trained to formulate subject specific academic standards and learning outcomes.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Provision for in-house transaction of the curriculum to study type of schools, learning styles, and diversified requirements of the 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	View File

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

Teacher preparation requires a comprehensive approach to achieve maximum potential among the student teachers which is an integration of theoretical, practical aspects, project-based learning and laborious internship programme. The pedagogical subjects not only equip them with how to teach but also develop mastery over the content. In-house teaching sessions such as peer teaching, innovative teaching nurture pedagogical skills. Online practice teaching sessions facilitated the blending of technological, pedagogical and content knowledge enabling the learners to build confidence in teaching. Internship programme is well planned and

effectively implemented. The student teachers developed competency in assessing, providing feedback and documenting the progress of the learner at primary, middle school and high school levels. These internship programmes allowed the student teachers to identify their teaching philosophy and effectively implement theories of learning, motivation, classroom dynamics and internalising according to the need for individual differences. The courses on enhancing professional competencies supplement the process of professional growth, subjects such as reading and reflecting on texts, understanding the self, helped substantially in professional engagements such as working with students, colleagues, parents and community. The certificate courses taken up by the students support the professional growth in communication, computer skills, theatre arts and other areas significantly

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

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
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

103

2.1.1.1 - Number of students enrolled during the year

103

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	View File

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

68

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

68

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

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

10

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

10

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.

Assessment process at the entry level: Teacher education is a professional endeavor to nurture different skills, attitudes and competencies. The assessment of the students begins in the induction programme where presentation skills, stage presence, unique talents, team work, collaboration are assessed in the ice breaking process

and induction programme. After the selection of the pedagogical subjects a bridge course in school content and a content test is conducted to gain mastery over it. Peer group teaching sessions are conducted to initiate teaching skills and assess the lacunae in the personality traits. The students from remote districts and their language barriers are identified and recommended for a certificate course in Communication skills. The students with language deficiencies are teamed up for assessing group assignments such as lesson study. Mentoring students for language barriers intervened through emotional support. Students were exposed through online webinars for professional development. One of the sessions in the induction programme includes exposure to MOOC courses such as DIKSHA and SWAYAM. Every student develop their portfolio stating their teaching philosophy and documenting their self-assessment throughout the programme. Thus, a plan of action is chalked out in the areas of improvement and type of support required for professional growth.

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	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	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

One 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	View File

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

12

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.

B.Ed. curriculum transaction includes multiple modes of learning. The classrooms went online and blended in nature and reading material were shared. Faculty members designed effective modalities on the Google Meet platform with classroom discourses for active participation and Google forms, google whiteboard and Apps to respond with seminar presentations, project presentations and evaluation of practical work. ICT based applications such as Science Labs, Mathematics sketchpad, Gammely have been used to achieve lesson objectives. Project such as developing portfolios on Google site were used to facilitate documentation effectively.

M.Ed.: Emphasis was on self-learning and research skills. The transaction of disciplinary knowledge is through assignments, seminars followed by discourses, focused group discussions, reading and reflecting. A blended mode of teaching promoted critical and reflective thinking and MOOC courses for lifelong learning. Dissertation to develop problem solving, scientific thinking and advanced re-searching skills. Community engagement in collaboration with NGO fostered management and leadership skills, the project on communication skills developed better interaction among the peers and presentation skills. The internship programme to build confidence and pedagogical skills. Internship at Special schools developed the skill of designing differentiated instruction. The students designed e- modules for the course on advanced technology on Google site platform.

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

22

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://swayam.gov.in/
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

174

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://stannscoe.com/naac-2022/B.Ed.%20&%20M.Ed.%2020-22%20&%2021-23%20%20Student%20Domains.csv
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.

Mentoring is one of the most important support systems existing in St. Ann's culture. The mentor-mentee ratio is 1:15. Each faculty closely monitors growth of student teachers with respect to cognitive development, progress in projects, co-curricular aspects and professional attributes. Individual and group projects are guided by mentors. The group projects, assignments, activities instill leadership qualities, collaboration, teamwork facilitates development of 21st century skills. Dealing with students facing language barriers are supported by the mentor with clarification of doubts and reading material. The master teachers' mentors the students during their internship programme, college and school environment models conduct of self with colleagues and authorities. Counseling sessions during mentoring helps to balance the stress between home and work life. Every student documents her experiences, reflections and artefacts in their portfolio, they map futuristic perspectives to stay updated with new developments in the field of education. With the onset of pandemic the students updated with all required tools for online teaching and further making classroom interaction possible with new apps. The dissertation work by the post graduate students were carried to completion by respective guides online. Awareness and emotional support about COVID 19 was a regular practice by all the faculty members.

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

Four of the above

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

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

Project Based learning: B.Ed students completes six mandatory projects: case study project to understand the process of identifying, diagnosing and suggesting remediation. Communicative English project to develop skills of writing and speaking effectively. The community studies project such as Swachh Bharat Abhiyan focus on cleanliness and aesthetic, Hariha Haram and Jeeva Haram for planting and nurturing of saplings, care for the common home, Mother earth, sensitising the community regarding COVID protocol, vaccination drive extending to psychological counselling. School study project exposed them to the infrastructural facilities and functioning of online classes during pandemic. The cultural studies project encompassed the culture of Hyderabad, portfolio consisting of reflections and artifacts which assess the student's achievements, learning and the gaps that need to be

pursued.

Research based learning: Emphasis on developing research skills among B.Ed and M.Ed students through Action research and dissertation respectively. B.Ed students identify classroom problems and design an action plan after analysing the probable causes of the problem. The process enable the students to delve into an inquiry and structured review of literature further developing the skill of designing tools for data collection and validating the tool. Quantitative and qualitative analysis of data undertaken and a triangulation method followed for drawing conclusions.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

Eight /Nine of the above

certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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	View File

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

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	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Four of the above										
<table> <tr> <th data-bbox="89 566 552 629">File Description</th><th data-bbox="552 566 1477 629">Documents</th></tr> <tr> <td data-bbox="89 629 552 696">Data as per Data Template</td><td data-bbox="552 629 1477 696">View File</td></tr> <tr> <td data-bbox="89 696 552 801">Samples prepared by students for each indicated assessment tool</td><td data-bbox="552 696 1477 801">View File</td></tr> <tr> <td data-bbox="89 801 552 943">Documents showing the different activities for evolving indicated assessment tools</td><td data-bbox="552 801 1477 943">View File</td></tr> <tr> <td data-bbox="89 943 552 1010">Any other relevant information</td><td data-bbox="552 943 1477 1010">View File</td></tr> </table>	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	View File	
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	View File										
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										
<table> <tr> <th data-bbox="89 1485 552 1547">File Description</th><th data-bbox="552 1485 1477 1547">Documents</th></tr> <tr> <td data-bbox="89 1547 552 1615">Data as per Data Template</td><td data-bbox="552 1547 1477 1615">View File</td></tr> <tr> <td data-bbox="89 1615 552 1720">Documentary evidence in support of each response selected</td><td data-bbox="552 1615 1477 1720">View File</td></tr> <tr> <td data-bbox="89 1720 552 1861">Sample evidence showing the tasks carried out for each of the selected response</td><td data-bbox="552 1720 1477 1861">View File</td></tr> <tr> <td data-bbox="89 1861 552 1928">Any other relevant information</td><td data-bbox="552 1861 1477 1928">View File</td></tr> </table>	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	View File	
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	View File										
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning	All of the above										

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

Four of the above

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

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

Internship Programmes (IP) were planned for different levels preceded by an observation phase to internalize the functioning of the school teachers and grasp the intricacies of teaching skills. With the onset of pandemic, the internship was held offline/ online with different features of screen sharing, whiteboard, science lab

tools etc on the video conferencing platform to make the teaching learning process interactive which is evaluated with structured criteria based evaluation. The quantum of learning prepared the students for classroom management and student interactions. They also employed innovative methods of teaching such as differentiated instructional plan, multiple intelligences, CAM model, inquiry based, problem solving. An action research was conducted in each of the pedagogical subjects. The first semester students (Batch 2020-22) had two weeks of IP at primary level where one week of observation and one week of teaching as scheduled. Due to lockdown the students observed the teaching of the M.Ed. students and the internship through online, evaluated by peer group and respective faculty. The post graduate students completed their internship online. The students observed the classes of master teachers and developed the skills of designing plans for differentiated instruction and methods to assess the learners in multiple ways.

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

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

72

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

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

Seven/Eight of the above

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

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.

The student teachers prepare structure plans, required audio visual aids and ICT support system for the topics allotted by the master teachers from school. Evaluation criteria for each of the students is forwarded to the master teacher at school. Master teachers observe the various aspects such as planning, classroom transaction and supporting aids used, classroom management and problem solving capabilities and overall performance. The teacher educators visit and suggest measures for performance. The principal's feedback includes the input regarding students working in teams, collaboration, participation, responsibility and punctuality. A group leader is selected and responsible to report the activities and problems faced if any to the principal, mentor and head of the institution. Lecturers monitor the progress of students and extend required support and guidance as and when required connected through WhatsApp, mobile, mail or google classroom. The internship programme not only improves the rapport with master teachers, it helps them to learn to work with colleagues supporting one another. M.Ed students is expected to complete dissertation work guided by their assigned guide. The quality and authenticity of the research work is continuously monitored and assessed. Thus, a strong network of mentoring systems enables one to achieve the course outcome.

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

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	View File

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

22

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

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

13

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

22

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

263

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 institution believes that a teacher is a lifelong learner and

encourages the staff to keep abreast with the knowledge regularly. Staff meetings are held regularly to discuss current developments and emerging issues in education. The WhatsApp group and staff mail are used to share information regarding changing regulations from UGC, NAAC, NCTE and higher education. The staff members are informed about all professional development programmes such as seminars, conferences, faculty development programmes regularly. Discussions and seminars were held on implementation of NEP 2020.

Recommendations were forwarded based on the draft policy to the national portals. Discussions were held regarding the webinar topics on online teaching, "Evolving e-pedagogies" and "Constructivist perspective to Remote Learning", online courses on DIKSHA and SWAYAM portals and implementation on "Outcome Based Education". An expert in this field oriented the staff to formulate programme educational outcome, program outcome, course outcome and mapping the same which led to attainment level drawn and implemented. Faculty members have pursued online courses on coursera, UDEMY and ARPIT to update professionally. Faculty members promptly adapted to emerging technologies and enabled smooth transition from offline to online teaching process using different platforms and apps to substantiate learning by upgrading their technological skills.

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

Continuous Internal Evaluation (CIE) of students' in the form of assignments, seminar presentations, project work, lab work, field work, outreach activities, skill based, self-study, presentation showcasing, viva voce and so on and scheduled and conducted according to almanac giving weightage for practical and theoretical aspects. All the components of IE are based on the criteria and rubrics developed. The student participation, change in attitude and competency development are the major components of the add-on certificate. The master's programme includes dissertation that was assessed at every phase of research. Besides these, it is suggested for both UG and PG to complete online courses through DEEKSHA or SWAYAM, scores are utilized as substantial to be included as either a project or assignment. Certificate courses in each semester is an

add-on assessment method to teach, perform, and assess the abilities of the students in their own area of interest. An additional progressive assessment grade sheet is administered during the formative phase to appraise the engagement of students in task based learning, professional responsibilities, and co-curricular activities through which the students' would realize their strengths & weaknesses and can bridge the gaps before the semester ends. Portfolio record and reflective journals leads to self-discovery.

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

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

Five of the above

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

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

General rules of examinations are drafted and printed in the almanac

for students' to be aware of the attendance and eligibility for appearing in the semester end examinations of theory & practical examinations. It is required for every student to complete all internal assessments to appear in the semester end examinations. Any grievance is undertaken by the grievance committee. Grievances regarding absenteeism, non-appearance during teaching practice and internship are all considered along with medical certificates. Genuine grievances are cautiously scanned and candidates are permitted interim assessment. Students facing connectivity problems during Google Meet were considered. The hassles regarding receiving the papers online or submissions in time were of a concern and grievances regarding that were sorted on one to one basis. Poor internet connectivity was reported in many places, thus a grace period of 30 minutes was given to upload the papers.

Grievances related to semester end examinations regarding the duration of semester end examinations, re-valuation and strategies for improvement are put forward to the head of the institution and controller of examination and the examination committee takes decisions. Student council members represent their grievance in the meetings.

All grievances personal, educational are attended, counselled and appropriate actions are amended.

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

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

A global pandemic COVID-19, its downstream effects and consequences, the almanac was re-scheduled and re-planned to accommodate the emerging issues such as lockdown, online classes, setting up of technological support devices, time-table re-shuffling, examination postponement and many other agenda. A staff meeting was held to chalk out the modalities to complete the semester end examination for 2018-20 batch in their final phase and internals for of Batch (2019-21) were conducted online with slight changes in the schedule. Internal assessments like presentation of projects, assignments, periodicals, seminar presentations etc were conducted online due the

pandemic situation prevailing keeping in mind the sustenance of quality as well as the wellbeing of the staff and students.

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.

The Programme Educational Objectives were restated based on the vision and mission of the college. The Programme learning outcome and the course learning outcome were formulated and mapped. Based on the course outcomes the teaching learning process was designed with a roadmap to achieve the same. Critical Thinking, Reflective thinking and Problem-Solving skills with scientific reasoning showed a remarkable improvement specifically with project based learning. It also furthered the leadership qualities and teamwork among the would-be teachers. Integrated use of technology in all aspects, specifically video conferencing tools, different apps for teaching, creating Google classrooms were add-on features for preparing teachers to teach online. Ethical awareness and values are ingrained in the regular curricula with emphasis on celebrating important days, national and regional festivals. The community studies project focused on bringing awareness about the required protocols to protect oneself and motivate vaccination drives instilling the sense of responsibility was motivated to take up SWAYAM or DIKSHA courses to bring awareness regarding the importance of lifelong learning. A sense of pride for the profession and justice for all sensitizing the importance of the environment and protecting biodiversity is emphasized.

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

2.7.2 - Pass percentage of Students during the year

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

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

A Continuous Comprehensive Evaluation (CCE) through multiple means is practiced to assess the attainment of different types of learner. The formulated CLO's were mapped and unit wise modalities were designed to achieve the same. The transactional strategies of group discussion such as critical analysis on NEP 2020, participatory learning such as designing and developing e-content on Google site, collaborative strategies of group projects, lesson research, peer teaching strategies to modify teacher behaviour and improve teaching competencies, project based learning, blended learning modalities with reflection on readings and MOOCs have been planned and executed. All these aspects are assessed based on pre designed criteria that align to CLOs and PLOs. The disciplinary knowledge is periodically assessed through exams, assignments and seminar presentations. Immediate remediation in the required areas are taken and rectified. The internship programme scheduled at different levels enabled learners to gain hands-on experience. Student teachers showed an improvement in the pedagogical skills, managerial skills from the semester I to IV. This was reflected in their feedback and portfolio documentation. The student performance is not only reflected in the semester wise and comprehensive grades but also in add-on certificate to develop teacher competencies and improvement in curricular and co-curricular participation.

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

2.7.4 - Performance of outgoing students in internal assessment**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year****78**

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.

Keeping in mind the vision, mission and objectives of the college, preparation commence with ice breaking sessions, talent display and a self-introductory session, induction programme which would enable the faculty to channelize their strengths/ competencies. Mentors later would identify their specific talents and place them in responsible positions to lead others and bring their best performance.

The initial assessment indicated lacunae in several areas specifically in mastery of school content, communication skills, ICT usage and designing learning experiences. Bridge courses in school content, content test was administered. An open book examination to assess the development in critical thinking and problem solving abilities. The skill of designing learning experiences was enhanced with an assignment on "Lesson Research" followed by a presentation in teams, communication and use ICT effectively.

Self-confidence and organizational skills are developed through various events guided by respective mentors, faculty and add-on certificate courses with grading the performance level, criterion reference rubrics with multiple areas indicates the professional competencies developed by the learner. An exposure to alumni gives a healthy interaction to channelize their abilities and self-

assessment. The life skills are reflected through the formative assessment strategies to place them for internship, ICT mediated teaching and for placement later.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Three of the above

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

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

All of the above

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

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**4**

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	View File
Any other relevant information	View File

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**2**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

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****24**

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

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

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

103

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

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

103

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

103

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

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

Community service activities are planned throughout the year as a mandatory aspect of the B.Ed. and M.Ed. programme. Due to COVID protocol implementation of the planned programmes was difficult and had to be modified. As a part of the community studies project the M.Ed. students took up online sessions on sensitizing B.Ed. students regarding COVID and shared the details of ICMR protocols to be followed. They extended psychological support to minimise the fear of the pandemic among their peers as well as B.Ed. students.

The B.Ed. batch of 2019-21 actively participated in the fieldwork conducted within the campus as a culminating activity from 10th May to 20th May 2021. The wall motifs were selected and designed to carry messages of great value such as "Save Earth".

A VENTEL workshop in collaboration with MGNCRE was conducted online to sensitize students towards ideating entrepreneurship with minimum investment and tapping the locally available resources. The students quickly pitched in ideas and began working on it. Students planned activities in the four identified areas of vocational education, self-reliance Swacch Bharat and health and community field engagement most of these online. The M.Ed. students carried out community programme, engagement activities during the Inter Semester Break.

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

62

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

6

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

6

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

All of the above

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	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Parallel batches of students of both B.Ed.& M.Ed. are in the campus. Adequate arrangements are provided to accommodate all the students in comfortable spacious classrooms. All classrooms are supported with techno-smart boards or LCD facilities in well ventilated halls. Physical science, biological science and Math labs are all maintained regularly, updated after the periodical stock checking. Every lab is equipped with computers for references. The English language lab was renovated and augmented. The ELT lab is a multipurpose lab used for both computer assisted learning and as a language laboratory.

The college has an open atrium inside the campus. The back area is beautified with value based paintings. Besides this, the college has an extended sports arena to the north east playground. and playground attached to the model school. The area utilized for sports, competitions and healthy fitness through sports activities are all well maintained and put to maximum utility. Stock registers are yearly updated for sports equipment's.

Fitness gym is an additional facility for both educators and students. Equipment which are cautiously suggested by fitness tutors

suitable for ladies are bought. The pursuit for quality thus continues to build an all-round personality of all inmates of this college.

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	www.stanns.coe.com
Any other relevant information	View File

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

1735135.67

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

Library is supported with LMS maintained by NewGenLib with a meta data content management software solution. Books are barcoded and catalogued. The card structures the information about a book, author and other details. The software facilitates transaction and articulation of books. The software is equipped as a carrier of all textual material such as books, periodical articles, sound files, web pages, CD-ROMs, PowerPoint presentations, video clips etc. The application is on the local area network. Users have access to these via the searchable Online Public Access Catalogue (OPAC). The IP is configured to be a public domain server. With the imposing of lockdown a paradigm shift to online mode. Efforts were continuously made to support students through online books and journals. Online access to INFLIBNET was provided to both faculty and students. The access to e-journals, e-Shodh Sindhu, Shodhganga, e-books and Databases provided a great platform to work online.

The required reference books that are available as e-text such as "The Art of Teaching Science", Research Methodology, Statistics etc were forwarded through Google Classroom. The software was updated for remote access. The process of uploading the books to the drive folder specific to research, sociology, teacher education etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://117.203.101.45:8080newgenlibtxt/
Any other relevant information	No File Uploaded

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

One of the greatest strengths of the college is its library resources. It is richly adorned with twenty thousand books and more than thirty journals. Reprographic facilities are made available during the college hours. The soft New Gen Lib. The software offers a range of features that facilitates remote access. The fibernet from BSNL is merged and the generated IP address is configured into the library software. The link is then posted on to the website to enable remote access. The college subscribes to INFLIBNET and both faculty and students have access to online books. Attempts are made to give remote access to the students through the software. The E-

mail address of the college library with the domain name is in place for any queries. As the number of students is relatively manageable, the librarian attends to the requirements of the students online. Attempts are being made to create a repository of books on the drive to enable student's access online books. The links are provided for further references for research and extensive reading. Attempts are in progress to catalogue the online books for access. The list of links are also available in the library for downloads by the students.

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

All 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)

5900

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

61

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	www.stannscoe.om
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 Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

All of the above

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

ICT facilities

The institution is equipped with high speed internet and Wi-Fi enabled campus. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system, virtual studio and close circuit cameras placed.

Library:There are computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Computer cum Language Lab has a server and twenty seven systems with LAN and internet connection. Language lab has headphones, interactive board. Classrooms have computers with interactive boards, LCD projector with screen and audio system for teaching-learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. **Accessibility:**The staff and students have an access to internet with a separate user name and password for students. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed. and B.Ed., office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities.

Software:The institution uses predominantly Windows 7 and 10, MS office 2007, SPSS, Adobe reader and New gen lib.

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

2:1

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	No File Uploaded
Any other relevant information	No File Uploaded

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

A. ?1GBPS

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

Four 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=p-JfVoM08UQ
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=K29yGh9Vr4k
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)

4029748

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

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

A regular maintenance and up gradation of the infrastructure is taken up for different support facilities and AMC for computers for smooth functioning of the technological gadgets and for its servicing and Rify Hosting Pvt. Ltd for college website. Principal's office room was renovated and the furniture were replaced from Alumni membership fee.

Examination evaluation system version 2 renders their expertise and services for designing and uploading the software for examination cell. The English language laboratory cum computer lab was updated. A console is provided for the teacher educator for taking a class and providing information to the students at their PC's. New Gen Library integrated management system is renewed with AMC. Academic and support facilities for library are provided and maintained through online journals, Sage publications, Shodhganga and MOOC courses.

Students of B.Ed. are supervised for completing course from DIKSHA, M.Ed. are facilitated to complete a certificate course from SWAYAM portal. A mini gymnasium is maintained well with minimal equipment's and yoga is also practiced using the required materials. Sports field is a shared ground of this college with the model schools. A spacious ground for playing outdoor games which is maintained in on one side of the college campus.

File Description	Documents
Appropriate link(s) on the institutional website	www.stannscoe.com
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	All of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td><td>View File</td></tr> <tr> <td>Photographs with date and caption for each initiative</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	View File	
File Description	Documents												
Data as per Data Template	View File												
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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	View File												
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
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	B. Any 3 of the above												

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

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	View File

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	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
43	98

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	View File

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).****7**

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	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**11**

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	View File

5.3 - Student Participation and Activities

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

The student council members were voted democratically through virtual election on 18.06.2021. They actively participated in coordinating and conducting the different curricular and co-curricular aspects regularly. With the paradigm shift to online mode of teaching, the student council members expressed their inability to attend classes at college thus online classes were scheduled. The almanac was re-scheduled and curriculum transaction, practical examinations and orientations to all projects were carried out online. The projects were selected by the students according to their areas of interest and possibilities .The members were proactive in organising innovative teaching sessions. The semester end examinations were conducted offline but the proposition of reducing the time period of the examinations was considered and papers were restructured. As the students expressed the time constraints in responding to all questions, the question paper was distributed 10 minutes before the commencing time to go through the questions. This also helped in minimising stress. As students expressed anxiousness regarding the COVID scenario, the mentors conducted meetings to bring awareness. The different clubs in collaboration with council members planned activities that were feasible online. The celebrations of important days such as National festivals,Yoga, Women's day, Christmas were planned and executed effectively.

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	View File

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

29

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

Student Teachers Annite Alumni Forum was established on 24-2-2001 and renamed as 'The Student Teachers Annite Welfare Alumni Association (STAWAA)' was registered on 14.12.2021 with the registration No. 402 of 2021. Dr. D. Vijay Kumar Indus Universal School, Hyderabad, Director, Osmania University Idea Labs, O.U during online meeting (19-1-2021) spoke on the topic "Alumni as Catalysts: Your Impact our Strength" with emphasis was on both academic and financial contributions.

Academic Contributions

Mrs. Mini Mol, 1992 batch Alumni during the B.Ed.induction programme stressed the importance of being dedicated and focused in order to become good teachers. She has motivated students by focusing on points such as, 'Be Prepared, Be Dedicated and Be Focused.' Mrs.Sharon, 2008 batch Alumni shared her working experiences and reflections in schools of Hyderabad and Australia during the induction program to 2020-2022 batch. Mrs. Shanthi Priya, 2003 batch Alumni, Principal, Vista International School, Hyderabad shared her experiences and road to success during the M.Ed. induction programme

Mrs.Vasavi Lakhani Nath (2007-2008 batch), Director, LEAP Academy at Barkatpura Hyderabad, played an important role in academic suggestions, conducted a workshop for the present batch on the area 'Mind your Mind.'

Members of Statutory Bodies

Alumni are members of IQAC and Boards.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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.	View File

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

2

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	View File

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

An effort is being made to make Alumni Association more functional not only plan & execute capacity building programmes in the area of academics but also extend the community need based services. Alumni share their experiences during the meet and during induction programme. All prestigious schools, government sector, private aided and international schools have, our students as teachers' as well as administrative cadre. We place our internship in all co-operating schools and these alumni render a 1-1 personal attention and supervision for our students' to pursue quality teaching techniques.

Recent talks by President of Osmania University Alumni Association on "Alumni as Catalysts" was to stimulate the strength and role among alumni. Major concepts discussed during the question-answer sessions were a) How to strengthen alumni networking, nurture alumni

to contribute more towards fundraising and academic contribution b) How could this institution progress towards formation of alumni of higher achievers. As per the suggestions put forth, this institution has already initiated in appointing alumni as statutory members, mentors and facilitate ors during internship in school activities. During the meet an e-election was conducted to elect the executive members for coming years. These alumni co-exist each other for making the contributive aspects more fruitful.

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.

Institution focuses keenly on decentralization by initializing opportunities with specific functions assigned to their members of office/faculty. Transfer power with responsibilities as members for financial, administrative, quality management, curricular processes, and teaching-learning strategies and in other areas. A participative management to develop sustenance and train the future leaders. Committees are constituted with a 4 tier system consisting 1) the principal - chairperson for all committees 2) staff in-charge 3) Elected / representatives (inside/outside) and 4) student representatives (UG/PG). This prospective committees would meet at stipulated intervals to discuss the modalities and a blueprint is planned. It is segregated at each level to accomplish the task and report. The operational levels from the government inputs are also communicated and work as a team. At later stages e-governance, and online webinars, online classes, online examinations and online library access are challenges faced for which a tech-savvy committee are constituted.

This autonomy transferred to the committees are appraised, reports scanned and the feedback input to scrutiny for further amendments.

The following are the additional committees formulated in the year

2019-20 in addition to the existing committees of the previous years, thus decentralizing responsibilities and accessing quality performance is an on-going process of this college.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college has progressed in the direction of accomplishing her vision mainly on the basis of responsible decentralization mechanism from planning to implementation. The action plan with short-medium- and long term outcomes of decentralizing the academic almanac, year plan, academic calendar co-scholastic practicals and competitions.

Keeping in view the COVID-19 period, post-COVID challenges and industrial turbulences, family upheavals and student unrest, co-operative approach towards the strategic planning regarding the online classes, assessment, presentations, PTA meet, linkages with co-operating schools for internship and observation, community visits for rendering social services etc. It is here, the college assigns liberty to the faculty to plan and execute for disseminating, conducting, organizing all the events including on-the spot decisions. The process of disseminating the power to team approach is the strength of the institution.

Effective governance is maximized by involving stakeholders and finally after the approval of the Governing Body members, the discriminatory boundaries between public and college is minimized to implement policies free from biases and it is practiced here by decentralizing the negotiable agenda with utmost care and diligence. Research areas are strengthened by giving responsible roles to the faculty to change the existing prescribed models to a collaborative research process, collective approach.

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.

Transparency is vividly depicted through the minutes of all the meetings, of planning and implementation.UGC, State, University representatives are part of the Governing body, Academic council, Board of studies other than the selected members. Budget is presented to Finance Committee with university representative, Society and Governing Body for approval. Admission procedures, finance management, staff approval, examination reforms are all as per the norms with approval. Appointments of faculty as per the NCTE norms & procedures and the finalized list is submitted to the parent university for perusal. Settlement of Grants, utilization certificates, clearance certificates, scholarships linked with epass, audits are all done. Maintain credibility and accountability whetheronlineor offline pattern of examinations. Academic freedom is disseminated to the faculty at all phases. Beginning with orientation, planning of almanac, orientation, classroom dynamics, usage of infrastructureand periodically reported at the staff meetings through oral presentations or monitored through regular staff diaries for maintaining quality.

Extension services and MoU's with NGO's, special school and other organizations working towards the improvement of teacher competencies, teacher capacity development, entrepreneurial resources, technological advancements, are well maintained and transparency in the quality of the certificate courses introduced to augment the curriculum of this college.

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

Every year is unique in identifying the gaps in the previous years deployed strategies implemented upon the feedback analysis from the student teacher trainees. This institution keep alive both the versions of older strategies till it is renewed and planned to foresee the changes keeping in mind the new students adapt themselves to the new shift of knowledge. One of the activity focused on the capacity development among the teachers' are identification of the challenges in the pedagogical practices and evolve new models of teaching. The previous models of methods are implemented and experimented during internship before institutionalizing them as innovative models. The new models introduced are a combination of kinesthesia lessons and upgrading of e-portal design. Kinesthesia lesson planning includes theatre, drama & art components into the teaching-learning process. In the previous years, the methodology instructors introduced e-portal designing and video capturing. Now it is enhanced into a course design portal with reference to a chapter from the school textbook content, keeping the Post Graduate (M.Ed.) e-content process as a shadow deployment. This is enforced for the U.G. (B.Ed.) candidates from this academic year. This is one of the unique practices, a proactive activity internalized, implemented and disseminated.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stannscoe.com/beta/cms-uploads/files/progressive-strategic-plan-flow-chart.pdf
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 college has well-defined organizational structure to ensure efficient governance and management. The institutional bodies are constituted as per protocol of the UGC, State policies, university norms and apex accredited agencies. The governing body is the apex which has members of the management and the college academia before decision making regarding administration, curriculum or any other

activities being approved and decentralized to all levels. At every stage of meetings from IQAC, Board of Studies, Academic Council and Governing Body, members from UGC, State Government, University, industry and expertise from various fields are involved. This makes all decisions visible, transparent and qualifiable. Added to these valuable inputs, the college administration strives to derive a rubric on the areas of enriching curriculum, appointment of staff and deriving at service rules based both on government and service conditions of minority institution and society. The service rules followed for appointment of staff are based on UGC/ NCTE guidelines, personal interview and demonstration with a panel of university representatives and management. As there are no UGC sanction or State supported aided recruitment procedures, all appointments are under unaided services. The principal and administrative staff oversee the admission process adhering to the Ed. CET, University guidelines.

File Description	Documents
Link to organogram on the institutional website	https://stannscoe.com/mandatory-disclosures
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	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Statutory bodies are constituted to formulate quality benchmarks at IQAC level keeping in mind educational challenges, state/ national goals and institutional vision & mission. The major shift in the management of curriculum of both UG and PG was the focal area of Board of Studies. Agenda included discussion on online and offline classes and the procedures which could be adapted keeping in mind the UGC guidelines, State directions and University suggestions. It was approved to bring changes in the almanac to re-schedule projects, assignments and internships considering the safety of the students' following COVID norms and permitting them an online portal.

The thrust area thus emerged is on the modus-operandi of offline and online classes, submission of assignments, attending webinars, and online examinations. The question papers were reframed from subjective style to Multiple choice questions.

On the whole, the college smoothly conducted the online teaching portals and the implementation of the same initiating a new shift of teaching-learning process from June 2019. Later the college decided to conduct offline examinations following university guidelines and COVID protocols for semester end examinations for both B.Ed. and M.Ed. and could successfully take action in online/offline process of teaching-learning and assessments as per the suggestions.

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

6.3 - Faculty Empowerment Strategies

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

The management has a humane approach towards its teaching and non-teaching staff. The institution is proactive towards the welfare of the staff both teaching and non-teaching. An annual increment to all

teaching and non-teaching staff is in place. The faculty members are motivated and facilitated to attend seminars, webinars and FDP's for professional growth. Study leave is granted for research work and those pursuing Ph.D programme. Time is given to complete projects undertaken under UGC and ICSSR. The teaching faculty are encouraged for publication and the organisation supports in process of documentation. One week of sick leave is granted on submission of a medical certificate which may be extended to one month or more taken into consideration the individual's needs. The teaching faculties are given child care, educational needs of children leave or flexibility in time, adjustment of timings or classes as per the children's online classes etc. The benefits of EPF and ESI facilities are given to the non-teaching staff. During the pandemic period adjust was done with regard to online/ offline classes as per the individual's need. Safety measures are taken to see the wellbeing of the staff especially during the pandemic. Superannuation of staff is celebrated.

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	View File

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

1

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	View File
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.

11

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	View File

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

30

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 is monitored to contribute staff expertise towards productive results held periodically with the Controller of examinations and the examination assistant for deciding on matters related to examinations and results. A book is maintained to minute the issues regarding paper setting, panel of examiners, moderation, grievances, and are handled confidentially. A rubric is in practice prepared and administered for performance appraisal report of the faculty. This self-appraisal report following UGC, standardized appraisal criteria stressing on the multiple domains of teacher behavior. This rubric focuses on teacher behavior, professional competence, research contributions, publications, curriculum designing abilities, modeling certificate courses, innovative methods, seminars/webinars/conferences (attended/conducted), at national and international levels etc

The non-teaching staff are guided by the management and principal regarding their duties and expected outcomes, assesses the quantum of work accomplished and their skill in managing website, uploading AQAR reports, online audit work, communicating with MHRD are assessed as per the requirements. Feedback from the UG and PG students' regarding the rapport with the non-teaching staff through quality assurance rubric shows 43% rated as high, Teacher performance is rated as 39. 92% as high, 44. 94% as very high, principal is rated as 38. 27 as proficient, 37.04 as distinguished.

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

The college practices a transparent financial management policy through internal and external audits. The internal auditors examine issues related to the college's practices and risks involved with regard to unauthorized payments if any, while the external auditors examine the financial records and raise opinions regarding the financial health of the college. The institution conducts both internal and external audits regularly. External audits are done half yearly and annually. The budget for the forthcoming academic year is placed before the governing body and adhered to. The financial committee designates the budget for the year. This includes the maintenance of infrastructure, AMC for ICT upgradation, salaries for teaching and non-teaching staff. Individual faculty members document their purchase requirements and submit it to the principal which is presented to the financial committee, vets the requirements and earmarks items that can be purchased within the annual budget limitations. The final list is presented during the Governing meeting for approval which is also sent to the management for consideration. The statutory audit covering all financial and accounting activities of the college are scrutinized, including:

-receipts from fee, grants, contributions, interest earned and returns on investment;

-All payments to staff, contractors, students and other services provided.

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)

164000

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

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

Funds received from University Grants Commission (UGC) are allocated and put to optimal utilization till 2019-2020. Thereafter no funds are allotted by UGC. The State funds are allocated for aided staff salary. There is a norm for the collection of fees and payment of university fee as per the regulations. The mobilized fee from the UG and P.G courses are put to maximum utility in the following areas.

1. Salaries- 55%
2. Development of the College-15%
3. Maintenance- 15%
4. Staff Retirement Fund- 10%

5. Management- 5%

Consultancy and Alumni funds are utilized for infrastructure, student welfare and alumni gatherings. A very meagre source of funds are received from certificate courses which are sufficient only to pay honorarium.

Examination fee for semester end examination is allocated for all the expenditures towards the conduct of the examinations and other areas related to examination for both UG and PG. UGC norms for payment of members during Statutory Body Meetings as an honorarium and for guest lecturers and resource persons is followed. Management allocates a sum towards celebrations. Funds are demarcated for the in-house journal and magazine publications and AMCs like computers, website, New Zenlib.

Accounts are audited and maintained for utmost transparency.

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

6.5 - Internal Quality Assurance System

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

During IQAC meet discussed two major aspects i.e 1) conducting webinars and workshops on the e-portal and 2) to study OBE and its benefits.

The webinar on "evolving - e-pedagogies" gave an insight into the modalities of evolving new technical support tools and techniques, this strategy was an eye-opener to redesign the e-teaching learning, existing feedback mechanisms efficiently and carried off effectively. A virtual workshop was held, regarding the steps in OBE using a checklist of PLO's and CLO's and the workability and computational worksheets and analyzing the outcomes with the semester end performance to decode upon the connectivity of PLO's, CLO's and the performance abilities.

Online webinar on "constructivist perspective of remote learning"

gave an insightful domain into viewing constructivism as a continuum between cognitive and social limits, how to de-construct literacy text in English and how constructivism applied in science teaching was valid and the effective ways of applying constructivism in our T-L process.

Working with MGNCRE lead us into the ideologies of "NaiTalim" for rural engagement as part of community studies and NaiTalim incorporated with life skills with an experiential approach to support them to improve their inherited skills and be successful productive members of the society.

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.

Teaching-learning process is the most important thrust area of this institution. Any new challenges in the global scenario are closely studied that requires new strategies are researched in depth, experimented and institutionalized under innovative methods in pedagogical practices.

Through interaction with professors, and due to the new changes in NPE 2020, an observation permeated to the idea of strengthening the ECCE phase. For this, workshops on socio-emotional learning and strategies like Montessori, Reggio Emilia approach, quantum of e-learning are all debated and modalities would be realized. Student teachers were attuned to prepare e-content matter with diversified range of inputs in the form of content enrichment from search engines, related video uploading and worksheets. There is an ongoing effort to incorporate theatre into the teaching-learning process under kinesiology activities through dance, drama and play making as part of lesson planning.

Whenever IQAC meets and deliberates on quality assurance parameters, the net-result of the webinars and workshops are adapted into the teaching-learning process. On this basis, due to the teaching-learning totally was shifted to online from offline, the college

took the following initiatives to re-programme the online resources in the following manner. This enhanced the teaching, learning and assessment pattern as valuable.

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

14

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	View File

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	www.stannscoe.com
Link to Annual Quality Assurance Reports (AQAR) of IQAC	www.stannscoe.com
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	View File
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

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

After the 2015 NAAC Accreditation, augmented its quality parameters in the domain of its administrative and academic areas, improving upon the quality initiative suggested in NAAC recommendations.

I Academics

Research in teaching learning kindled in our faculty and students' to pursue upon new areas of teaching strategies. Many new approaches were studied, configured and structured to formulate Vygotskian, constructivism method, Froebel's principles, Reggio Emilia's 100 language method, Montessori method, art in teaching. The first semester of internship is focusing on the components of ECCE domain to qualify our teachers' in the area of entrepreneurship in

organizing a pre-school. Challenging the technological intervention into the teaching-learning process, our UG and PG students' are exposed to instructional design, programmed learning modules, LMS, video editing, Google classroom creation and in all e-tool processing.

II Administrative Increments

College in collaboration with MGNCRE, COVID-19 support mechanisms towards Telangana citizens were planned and rendered services under community study project. The P.G. students volunteered to render online counseling services to COVID affected people in 5 areas "Beat COVID volunteering training" psychological & emotional support. VENTEL andwith NGO's took initiatives in helping the women of below socio-economic strata to enhance the quality measures to serve the community.

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

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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.

We were updated with the intricacies of solar power generation, installation and maintenance. A proposal was drafted during 2015 to the Ministry of New and Renewable Energy Department the need to install solar power plants. Annual electricity consumption was recorded and the application for sanctioning the budget requirements for the buying and installation. Later on it was presented to the Governing Body and suggestions were invited to study the intricacies involved regarding the maintenance of solar panels which was not approved.

It was finally decided to re-consider this proposal once again with college management taking preventive measures to minimize the use of electricity through the usage of LED bulbs. During any public functions like College Day, Convocation and any other event this college proposes a day event in order to save power usage.

The institution is dedicated to the cause of energy saving in all the possible ways. All electrical appliances are maintained judiciously and annually. The LCD, TV monitors and other appliances are switched off immediately after use. The students are sensitized to saving electricity and judiciously monitored in the campus. As the classes have adequate natural light and ventilation, the use of artificial lights and fans are minimised.

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.

Orientation is given towards prevention, Recover, Recycle, Reuse and disposing of waste and initiatives like think plastic free campus, environmental friendly approach. The eco club committee discusses possibilities to maintain a clean & green environment at the institutional level to be followed and practiced. Effective segregation and disposal of garbage is an everyday activity. Tree species are planted and branches are pruned and the waste is preserved in the compost pit, where organic manure is prepared by the students following the process. The environment is protected by recycling organic resources while considering landfill space. Students' distribute flyers in the premises and awareness about waste management during internship to the school students' and to the community during field visits. The e-waste is collected, segregated and sent offsite for disposal.

Special attention is paid towards water clogging due to the disposal of waste into washbasins and toilets. Sewage treatment residues are removed whenever clogged by GHMC only.

All disposable waste like old paints, oil, clay, wires and other materials from damages and breakages are gathered in separate containers before disposing them through GHMC. Scrap from old papers, records etc are sent to Bharachalam Paper Board, Andhra Pradesh which are used for recycling

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

All of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Hygiene policy is maintained to minimize clutter, trash dumping, assess risks, make daily clean up a habit. Providing sanitizers, a clean bathrooms is taken care of, boards are placed with the concepts of cleanliness, sanitization and healthy habits either through collage posters or flow charts and reminder in the classrooms for conservation of electricity. Mosquito repellent mechanisms are maintained with GHMC whenever required.

A pollution free green cover is referred with respect to pure drinking water, growing plants for oxygenation and pleasantness, using reusable bags, compost pit and conservation of rain water and volunteering to make our voices audible through voting on WhatsApp and Face book for green slogans, signing petitions and contact

leaders to propagate Swachh Bharat process.

Automatic Change Over with high and low voltage cut off protection strips is installed to save power and to prevent any hazards. All labs have fire extinguishers, maintaining heat due to constant usage. Issues related to cleaning and sanitization are done internally and with GHMC cooperation. Safe operations of chemicals are used for pest control. A chemical free playground is our gift where we can say "We care for Earth." Basic sanitation, dry sanitation, community led sanitation, emergency sanitation is adapted.

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

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

7300

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

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

College incorporates ideas of stakeholder's before planning and execution. COVID-19 pandemic brought forth new challenges related to social connectivity and safety rules. Student teachers were involved with environmental changes, climatic imbalances, pandemic mental disturbances and social norms, vaccine drive and both offline and online, resulted in leveraging the local environmental issues and mental mapping aimed at resolving concerns in the neighborhood/society.

Expertise from international, national and local levels are involved to create resources through online meetings/webinars. Tech-based instruction and skills and this shift of designing an instructional system both offline and online, a challenge was debated also mental wellbeing of teachers and students. A collaboration with technical expertise helped to reduce social fragmentation and resource depletion, keeping in mind the types of schools our trainees take during their internship.

College addresses community practices and challenges with Professional Learning Committee (PLC) on the areas like professional diploma courses, sharing intellectual practices of teacher educator as a collective effort towards educational reforms. Student teachers are trained to carry knowledge from different locations. The complexity of this modern environment is considered redefining the methodology of knowledge workers who creates, develops, manipulates and disseminates to strengthen the competitive edge in human executive function.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

1. Title of the Practice: Institutional Values and Social Responsibilities.

2. Objectives of the Practice:

1. To sensitize student teachers to become agents for social change.

2. To bring aesthetic, moral and spiritual domain into teacher behavior.

3. To become social entrepreneurs.

1. The Context: The first step was to identify the social context of teacher's roles in the present situation and groomed in the areas of social service, aptitude towards entrepreneurship, spiritual rootedness, promoting happiness in education, consideration for human care and wellness. These components of emotional stability are inducted indirectly through subjects or tasks.

IV.The Practice: Subjects in the curriculum are prone towards developing sensitized issues. Aesthetic sensibility is practiced through the paper "Drama and Art". Social issues are scripted and choreographed as a drama and the message reaches the audience. After the playmaking is completed, the plays are edited and published. Thus methodology is into practicing values in the curriculum and make teaching-learning more joyful.

V.Evidence of Success: Institutional values are indirectly reflected, observed, internalized and followed by the student teachers when they walk through the path of playmaking, realizing this as an artistic approach to teaching-learning process and this approach is institutionalized as a certificate course in "Drama and Arts".

VI.Problems Encountered / Obstacles / Resource Required / Impact:Obstacles in these areas arises from choosing the suitable content amenable to be scripted, produced and demonstrated. Knowledge about stage, stage decoration, backdrop, costumes, dialogue writing, script development and so on requires high imaginative skills and creativity, which is often not found in student's abilities.

VII.Notes (Optional): The book published can be put to use by art lovers. We act as pioneers in this field and orient other colleges.

1. Title of the Practice:Online access through Google app.

II.Objectives of the Practice:

1. To improve professional standards among faculty & student

teachers.

2. To keep up professional ethics followed with online classes.

3. To learn new avenues of creating, updating, interacting through technological tools.

4. To maintain e-learning feedback and e-learning issues.

III.The Context:Due to the COVID-19 teacher fraternity was driven into the flow of online classes and management took an initiative towards it. Already the faculty has exposure towards blended learning, e- classrooms, video lessons and live presentations. Some of the faculty have uploaded their recorded lessons on YouTube too. Keeping in mind the need of the hour, Google classroom was oriented and the faculty applied the facilities to teach online. Such expansion has been made possible only due to technology - enabled learning, ICT tools, MOOCs and online platforms.

IV.The Practice: The institution implemented the Google app for education through Google meet and maintenance of attendance, feedback, examinations were through online from 2020. Google apps and Microsoft software for receiving documents, online application, attendance, scholarship details and other matters. The examination cell also receives question bank, term end question papers by Google forms.

V.Evidence of Success:Care and precautions due to pandemic was taken. Online examinations through objective type of questions promoted a deep learning among learners. Accessibility was made easier. The online access provided faculty with data on the level of understanding of each student, enabling them to provide personalized support to student learning outcomes. Teachers learned to upload course content and various file formats on Google drive.Google forms were used to collect various data, feedback, and conduct any online competitions also.

VI.Problems Encountered/Obstacles/Resources Required/ Impact:Lack of awareness/access to low-cost-effective and easy to use tools, lack of access to adequate internet bandwidth, were a few which were overcome by Google apps.Since faculty was managing mostly from their respective personal laptops, phones, institution supported LMS software's which were linked to Gmail ID.

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

Committed Professionals

The college vision is channelized into bringing the right attitude among the teachers' to visualize a global intellectual village construction, focusing on educating women and design adequate welfare measures. These concerns are inbuilt mechanism from its inception, blended with ideas of universal love and values. A spiritual blend of treating the attitude is always present making the student teachers' involve in exercising responsible leadership roles in rendering selfless services to the community. Student teachers' participated in COVID-19 helpline programme in collaboration with MGNCRE involved in services in the a) distribution of masks b) Vaccination campaign c) Hospital management d) Family related matters e) psychological support for COVID patients f) supplying medical essentials g) bringing sense of safety and calmness h) counseling and mind management in bringing back the sense of hope among the needy. The thrust area here is personal commitment.

Student centric methodologies are evolved and a freelancing responsibility is entrusted to develop confidence reflected through portfolio portal to be Intellectually well-developed Reflective teachers. Multidisciplinary woven subjects are introduced both in core and as certificate programmes to focus on critical thinking through hard work in realizing the worth of decision making for self and for others in their future.

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

NAAC