



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	St.Ann's College of Education (Autonomous)
• Name of the Head of the institution	Prof.Dr.Sr.Marry Kutty P.J.
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04027804604
• 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	Teacher Education

Education/Physical 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)	https://www.stannscOE.com/beta/cms-uploads/files/AQAR-2020-2021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.stannscOE.com/beta/cms-uploads/files/B_Ed_-M_Ed-Academic-Calendar-2021-2023.pdf				
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	01/04/2015	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/PMMNMTT 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	1,60,000.00
St Ann's College of Education	MRP	ICSSR	01/06/2017	1,60,000.00
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
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	1
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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 7. Preparation of NAAC 4th Cycle	
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
Establishing a Research cum Incubation Centre	Inspection team visited the campus from the Osmania University. Members raised the issue of financial viability with regard to incubation center. The process of financial

	viability with the support from Technology Business Incubator (TBI) of OU TBI and RUSA are being worked out. A positive nod to go ahead with establishing research centre from Osmania University is awaited.
Capacity Building Programmes capacity building programme planned for the year included story board writing, crowd funding. Other suggestions were on developing communication skills, Individual social responsibility	<ul style="list-style-type: none"> • Capacity Building programme on "A quest for: Happiness, wellbeing and Mindfulness" was conducted on 19th and 26th Feb 2022. • Tutoroot trained students in developing story board for e-content. • The syllabus for the certificate course on communication skills was revised and change from 2 credits to 4 credits • Telangana Academy for Skill and Knowledge (TASK) • Initiation for individual social responsibility as alumni contribution was initiated.
Webinars	Emerging Concern in Educational Research Methodology
Memorandum of Understanding: The members were briefed about the MoUs signed and activities undertaken in collaboration	MoU with colleges
• NIHH	Internship programme for M.Ed Students A Comprehensive awareness programme at NIHH on World Disability Day
• Butterfly Edufields	Conducted a National Webinar on Design Thinking
• Australian Tutor Association (ATA),	Australian Tutor Association (ATA) conducted an International webinar on Intellectual Property Rights (IPR)
• Ghulam Ahmed College of Education	Faculty exchange as External Examiners Developed a tool for Internal Audit
• Tutoroot	Students of B.Ed & M.Ed oriented to e-content development . Internship
• MSI	Survey undertaken in rural areas
• Socialised Society Servant	Students oriented to self defense and legal rights
• Rajgiri Media Center	Faculty development sessions on developing snippets and entrepreneurial pedagogy.

NEP Preparedness	Strategic plan for implementing ITEP programme chalked out with futuristic perspective
Discussion on the following: • Internship	The modalities and rubrics were modified based on the feedback from students
• Publications of newsletters, monthly journals	A yearly journal is published regularly. All reports of events with photographs are updated regularly on website.
• Pedagogical Research	Research areas in pedagogy were selected for dissertation work mainly focused on Hybrid model, flipped learning, Moocs, Visual arts in learning, Happiness curriculum etc for the batch 2021-23.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	20/04/2022

14. Whether institutional data submitted to AISHE

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

15. Multidisciplinary / interdisciplinary

The undergraduate program giving equal weightage to the course content and Teacher Education Courses and PG Diploma/Diplomas/Shorter Post B. Ed. Certificate Courses. A specialised programme on research would be designed for upgradation. B.Ed Performing / Visual arts. B.Ed/ M.Ed (ITEP)- Liberal Arts/ Performing Arts / Science/ Research (Honours)/ Adult Education/ Conversion Programme Disciplinary Degree and Pedagogical Degree/ Diploma/ Certificate Courses. The institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate education while maintaining the rigor of learning. Examples. Disciplinary Knowledge - -B. A (Liberal Arts) B.Sc. - Mathematics, Physics, Botany, Zoology Technical Vocational Art PG Diploma Certificate Courses Post B.Ed Short Term Certification Courses Pedagogical Discipline B. Ed -Regular / Honours/ Research FLEXIBILITY IN M.Ed After 3 year Bachelor's Programme eligible for 2 Years M.Ed After 4 year Bachelor's Programme with Research eligible for 1 Year M.Ed. Five years Integrated Bachelor's/ Masters Programme. After completion either a Master's Degree or a 4 year Bachelor's Programme with Research eligible for Ph.D Four-year

Bachelor's degree, or outstanding specialised qualifications to become a subject teacher the 2 year-B.Ed. programme. Multidisciplinary Flexible Curriculum - Multiple Entry-Entry-Exits ABC-B.Ed Honours TRACK I B.Sc., B.Ed. /B.A., B.Ed. ABC >70% M. Ed 4th Semester Flexibility: I Diploma/Bachelor/Master Programmes Diploma in Pre-School Education (DPSE) Diploma in Elementary Education (D.ELED.) Bachelor of Elementary Education (B. El.Ed.) Degree M. Ed. Diploma in Physical Education (D.P. Ed) B. P. Ed. (3Y) Bachelor of Physical Education (B. P. Ed.) Degree M. Ed. Diploma in Elementary Programme ODLs B. A. B. Ed. B. Ed. Bachelor of Education Programme ODLs M. A. B. Ed. M. Ed. Diploma in Visual Arts B. A. B. Ed. -B. Ed. Visual Arts M. Ed. M. Ed. Visual Arts After 4 year Bachelor's Programme with Research eligible for a 1 Year Master's Programme. 5 years Integrated Bachelor's/ Masters Programme. After completion of Master's Degree or a 4 year Bachelor's Programme with Research can pursue Ph.D After 4 year Bachelor's degree, or with outstanding specialised qualifications, 2 year re-structured B.Ed. programme. The institution plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges. Instructional designs for Children with Special Needs (CWSN) Qualitative research Learning styles and classroom dynamics Impact of online learning Alternative transactional strategies Structured mentoring Moduling skill based job oriented courses Addressing environmental issues . Some of the good practice/s of the institution to promote multidisciplinary/interdisciplinary approach in view of NEP 2020- Multi-disciplinary methodology Cross curricular pedagogical approach Play-making theatre into content, choreography amenable to teach content. STEAM Based Pedagogy Aesthetics of teaching methodologies

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC): The initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed by NEP 2020- The present course structure of the college: B.Ed course is divided into 4 Semesters. Semester 1 280 marks for theory, 280 marks for practicals with 21 credits. Semester II, 200 marks for theory, 300 marks for practicals with 21 credits. Semester III 380 marks for theory, 96 marks for practicals with 19 credits. Semester IV 120 marks for theory 380 marks for practicals with 21 credits. The college proposes to start its integrated B.A.B.Ed; B.Sc.B.Ed or B.Com.B.Ed with 96 credits for degree. NHEQF - NEP - MULTI- ENTRY / EXIT LEVELS/ ITEP : After Class XII the student enters into Level 5 with 2 semesters, 20 credits followed by bridge course with internship, skill development and vocational certificate is offered. DPSE syllabus will be tested after first year with DPSE Certification or enter into level 6. Level 6 with 2 semesters with 20 credits each, followed by bridge course, D.El.Ed syllabus and D.El.Ed Certification or enter into level 7. Level 7 has 2 semesters with 20 credits followed by bridge course, B.El.Ed syllabus and B.El.Ed Certification or enter into level 8. Level 8 has 2 semesters with 20 credits e. They would have B.Ed syllabus in which they will be tested after fourth year. If the student exits he will leave with BA.BEd. Certification or enter into level 9. Level 9 has two courses : M.Ed programme with thesis work carrying 80 credits 1 year Programme with 40 credits for P.G students, who can enrol for

Ph.D programme. The institution has registered under the ABC to permits its learners to avail the benefit of multiple entries and exit during the chosen programme. The efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and Foreign institutions, and to enable credit transfer. The College: - Is entering into an MOU to facilitate credit transfer. - Encourages MOOCs and student exchange programmes - Intends students to accumulate 40% external credits and 60% credits from the College. The College has started laying the groundwork for the ABC by making it mandatory for both B.Ed and M.Ed students to enroll and complete courses through SWAYAM and Diksha.

17.Skill development:

The efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skill Qualifications Framework. Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc are developed. The details of the programmes offered to promote vocational education and its integration into mainstream education. E-modules -Students prepare e-modules by integrating ICT into their lesson plans. Ventel cell - The institution provides opportunities to students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Placement Cell -Plays a key role in developing life skills of students Entrepreneurship training - Is provided to the student teachers enhance skills to initiate their own enterprise. The institution provides value-based education to inculcate positivity amongst learner that include the development of humanistic, ethical. Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The popular adage "values are caught and not taught" is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly material. Spiritual lectures/talks are conducted to raise students' spiritual quotient. Skill courses are planned to be offered to students through online and / or distance mode. • Certificate course in vocational Education: Course Duration Credits Exit Entry B.Voc 3 yr 120 S2,S4 It is made mandatory to take up at least one certificate course in each of the semester. Courses like Moodle, Open Educational Resources have been taken up on DIKSHA and SWAYAM portals. An elective paper on entrepreneurship training is included in the curriculum. A mandatory course in drama and art in education prepared students for script writing and stage crafting. The institution's skill

development efforts resonate with that of National Skill Development Corporation evident through its curriculum, electives, add-on courses as well as pedagogical transactions and ensured that students excel in soft skills, research and development skills.

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

Indian knowledge system has base in Vedic literature and the hidden curriculum of ancient Vedas are extracted and explained from music, Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharatas concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. Telugu is the only Indian language offered as Method I and Method II at the U.G (B.Ed) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach. Sri Aurobindo's philosophy was staged as a play in the "Quantum mind". It started with Thales Pythagoras and Plato of the Greek period. This era was dramatized using the appropriate visual backdrops, ancient classical language, dress and dialogues. Plato's allegory was portrayed relating it to the 'School system'. Indian ancient history was portrayed through Chanakyas' Arthashastra. 'Charminar' the architectural landmark of Hyderabad to acquire knowledge about Indo- Iranian dialogue between civilizations. The folk literature of India are highlighted through folklore emphasizing on attitudes, myths, mythologies, religion, custom,, festivals, arts, crafts and so on, through "Cultural Studies" project. An instructional design is included in cultural studies project to explore the literary texts from: Indus valley civilization (2700-2600 B. C.) to Vedic period, Epics, Puranas, Genesis, Buddhist and Jainism. Scriptures, Pali and Prakriti languages, Jatakatales, Prakrit, Ten Commandments, Psalm, Sangam period, Tolkappiyam. Architectural Structures are analysed interviewing "Sthapathis" and categorised into Dravidian, Indo-Islamic, Vesara or mixed style, Nagara or the northern style, construction, Blue Print of churches and Mosques etc. to explore the students to Indian, Doric, Ionic, , Corinthian elements of classical architecture. These lectures are carried in bilingual mode and artefacts, relics are translated into English, Hindi, Telugu, Urdu and other Vernacular language as per the need. While teaching philosophy / content in Physics/Mathematic methodologies, "Prapta Siddhi" is explained through Quantum-mechanics theory of teleportation based on Vaisheshika. .

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

The institution was proactive in implementing OBE. As the curriculum was revised in 2019, a board member of BOS advised that the institution to look through a futuristic perspective of integrating OBE. A study on the OBE was carried out and formulated a framework. The Learning OBE Framework (LOCF) was considered to

formulate PLOs that were in alignment with the vision and mission of the college. After a series of deliberations, a workshop was organised to internalise the PLOs. The programme learning outcome and programme specific outcome were formulated in alignment with the PEO. The faculty formulated course outcomes for their respective courses and mapped with programme outcome and programme specific outcome. ii. The curriculum transaction and assessment strategies were re-modelled to enable us to understand the attainment levels with respect to the course outcome and further the programme outcome. The teaching strategies were more application based harnessing critical thinking and collaborative work with a multidisciplinary approach. Focus group discussions and case studies were used for participatory learning. Integration of quality technology based options was leveraged. Nurturing skill based learning was emphasized in all the courses through in build practical aspects. Project based learning, inquiry based learning and experiential learning and research based approach to teaching and learning were largely emphasised. The institution believes in self-reflection and growth to groom reflective practitioners with a positive attitude, thus documentation of reflective journal and portfolio were assigned credits. The skill development required for 21st century were further supported by certificate courses with specified course outcome and attainment levels. The attributes of lifelong learning was instilled through self-learning strategies and mandatory MOOCs courses. The comprehensive attainment of the internal was analysed and the remediation programmes chalked out. The direct attainment includes both the internal as well as semester end assessment. The attainment clearly indicated required improvement in areas of research. The institution collects continuous feedback and includes it as the indirect attainment. iii. Good practices • OBE Framework based on Washington Accord (2014) • Scientific basis of mapping course outcome to programme outcome • Calculate and analyse of attainment level with a comprehensive approach • Introduction of MOOCs to support lifelong learning and promoting self-regulated learning from the year of implementation. • Challenging assignments and seminars for group discussions. • Emphasis on developing research oriented skills • Certificate courses to supplement the existing gaps. • Emphasis on differentiated learning for inclusive classrooms. • Virtual studio to develop e-content & prepare futuristic teachers • Value based education through curricular and co-curricular activities • Bilingual mode of teaching for better attainment levels • Extensive field activities to be credited under Outcome Based Education. • Rubrics based assessments for all internals, projects, practical aspects, practice teaching and internship programme.

20.Distance education/online education:

The pandemic has forced institutions to have a definitive program for online education. Our institution has used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms. Students were offered the regular B.Ed. and M.Ed. curriculum through online mode for two semesters. Students were encouraged to take up courses for their

upskilling. As MOOCs have emerged as a platform of open and distance learning and SWAYAM platform is offering MOOCs, our institution has pitched on online courses through SWAYAM for B.Ed. and M.Ed. students. The institution has earmarked six hours per week for students to take up online courses and our students have taken up the following courses through SWAYAM/DIKSHA during the last semester: "Learning & Teaching", "Introduction to Research", "Research Methodology and Statistical Analysis", "Academic Research and Report Writing", "Abnormal Psychology", "Psychology of Everyday", "Communication Skills", and "Fields of Psychology." These courses are 4-credit courses and it can be incorporated into the Academic Bank of Credit of students as per the norms of NEP 2020. Vocational education integrates knowledge, attitudes and skills for particular occupations. It encompasses not only skills but theoretical knowledge, attitudes and mind-set and soft skills required for this particular occupation. NEP aims at integrating vocational educational programmes in a phased manner in all higher education institutions. Our institute is in the process of designing various vocational courses for the benefit of pre-service and in-service teachers. New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices for students will be introduced shortly in our institution. Use of integration of technology to improve multiple aspects of education will be supported, adopted and provided to students. This requires institutional arrangements with regard to infrastructure that ought to be provided for teacher educators and students. At present, using technology platforms such as SWAYAM/DIKSHA for online training of teachers and in future also will be encouraged and credits will be considered, so that standardized training programmes can be administered to a large number of teachers within a short span of time. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education. The institution uses online portals and online presentations, seminars, games puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. Face to face interaction with two-way video, two way audio interfaces will be provided. There are numerous challenges in online assessment and examination. The existing digital platforms are used extensively but equipment will be expanded further to meet the current and future challenges.

Extended Profile

2.Student

2.1

92

Number of students on roll during the year

File Description	Documents
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Data Template	No File Uploaded
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2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	No File Uploaded

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

File Description	Documents
Data Template	No File Uploaded

2.4	92
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	No File Uploaded

2.5	92
Number of graduating students during the year	

File Description	Documents
Data Template	No File Uploaded

2.6	92
Number of students enrolled during the year	

File Description	Documents
Data Template	No File Uploaded

4. Institution	
4.1	38.29898
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	26
Number of full-time teachers during the year:	

File Description	Documents
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Data Template	View File
Data Template	View File
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	
<p>Curricular reforms drive the College's quality assurance endeavors. The curriculum is evaluated based on current trends, issues, challenges, needs of students, stakeholders and global standards in teacher education. The institution periodically reviews feedback to identify the gaps in the transaction of the syllabi during the regular staff meetings, stake holders' feedback and the suggestions from statutory body meetings.</p> <p>The process involves progressively changing the curriculum. It is initiated by the faculty by identifying redundant topics for deletion and including emerging areas such as NEP 2020 and Artificial Intelligence (AI). Each faculty presents the changes in staff meetings wherein decisions are arrived at after considerable thought and deliberations. An intermediary approach is adopted to agree on and accommodate the necessary changes which are then presented to the statutory boards for approval.</p> <p>Unprecedented disruptions similar to COVID that require hybrid (synchronized and asynchronized) modes of classroom transactions and on-spot curricula deviations are handled at the faculty level after discussion and approval by the Principal and IQAC coordinator. The changes will be notified to the statutory boards and approval sought retroactively. This allows the transactional process to be fluid, transparent and evolving.</p>	
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
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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
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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.stannscocoe.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
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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

39

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.stannscoc.com/syllabus-curriculum

1.2.2 - Number of value-added courses offered during the year

9

1.2.2.1 - Number of value-added courses offered during the year

9

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

52

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

52

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
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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

81

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

81

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.

The curriculum integrates learning opportunities to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas throughout the programme. From the induction phase in the first semester to the placement drive in the fourth semester, the curriculum elicits value based learning through core papers, practical papers, electives, certificate

courses, projects, seminars and classroom discourses. These skills are further consolidated through student driven co-curricular activities. The curriculum is a catalyst that synergizes to develop professional attitude among student teachers.

Pedagogical skills are disseminated using the internship programmes. In semester 1 students teach at the primary level, semester 2 at the elementary level, and the third/fourth semesters focus on the secondary level. Lesson plans are approved by lecturers and continuous monitoring is undertaken by the assigned mentors at college and the master teachers at school.

A remarkable improvement in affective domain was observed through EPC papers. (Enhancing Professional Competencies)

Through multi-level pathways students keep abreast with the evolving innovations through webinars, seminars, guest lectures, field trips, internships, conferences, exchange programmes etc. Enhancing teaching competencies, life skills, critical thinking, communication skills, collaboration, and negotiation are an inherent aspect of the teacher education curriculum.

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

Students are oriented on the types of co-operating schools: SSC (State), CISCE (Council for Indian School Certificate

Examination), CBSE (Central Board of School Education). Text books of the different boards are available in the library for referencing. Students are exposed to in-depth understanding of the differences and similarities of the various boards, weightage for theory; practical; assessments vs. tests; norms vs. standards. As part of their course work students are required to undertake activities that require them to critically review and analyze the content in the textbooks of each of the boards. Students also acquire a comparative perspective through online research on international school education systems, encyclopedias and textbooks of international repute. Students demonstrate their understanding of the different national and international boards through class discussion, debates, presentations and reflections.

Lesson plans for different boards and school study projects are prepared by students prior to internship. The internship schedule is developed to ensure that each student is exposed to different boards. Students develop activities pursuant to the mandate of the different boards. MoUs enable international speakers to give our students a run-through of the diversity in international boards.

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

Professional acumen through core subjects provides insights into the various domains of teacher education providing pathways to alternative careers such as counseling, school administrators, content writers, tutors, Edupreneurs, e-Content developers, and artists etc. Other curricular learning experiences include art-integrated practice, developing individualized strategies eg. constructivist model, multiple intelligence modalities, value based techniques, flipped model, STEM/STEAM/STREAM based approach. All these pedagogical practices are internalized during different phases of internship. These experiences strategically place our students on par with global competitors. Many students have opted to pursue higher education. Co-scholastic domain manifests collaborative teamwork, leadership, conflict & crisis management, aesthetic reflections, research aptitude etc.

This acumen is reflected during the placement process.

PG students are trained in professional writing (expository & academic) and mentored to gain research exposure. They develop a research aptitude through their dissertation work and viva-voce. Both UG and PG students are offered add - on courses for enhancement of subject/language specializing such as conversational English, counseling, soft skills, theatre arts, educational management and leadership etc. which improve professional acumen among the student teachers.

Field trips, study tours, and internships in special schools acclimatize students to needs of special children and this understanding is transposed into the differentiated designs.

File Description	Documents
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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

92

2.1.1.1 - Number of students enrolled during the year

92

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

54

2.1.2.1 - Number of students enrolled from the reserved categories during the year**54**

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**0****2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year****0**

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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 of the learning levels of admitted students is an integral part of the post-admission process. Face to face interview with the Principal, PTA meetings, interaction with parents, questionnaire administered to wards to know their necessities in course completion.

Content test is conducted at the beginning of the course to identify students' knowledge in respective methodologies. The students with learning gaps were given a bridge course.

Induction programme begins with assembly, Interaction of Principal and faculty with students, self-introduction, orientation about college and Departments. Ice-Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Enacting, Talks by professionals which includes alumni on various themes, plantation :each one plant one, Mentoring, Orientation to SWAYAM are the main areas focused upon.

Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented to. The students with language issues are recommended for certificate courses in Conversational English and Soft Skills. Students were encouraged to observe the innovative teaching sessions of their seniors to grasp the intricacies of teaching.

A series of talent search programmes in various fields i.e. sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Observation skills are strengthened through observation test.

Advanced academic support is given to students to appear for quality competitive exams such as TET, CTET, NET. Students take up MOOC's, such as Course era, SWAYAM, DIKSHA.

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
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

8

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

2.3 - Teaching- Learning Process

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

Academic autonomy of the college helps in designing student-centric, need-based curriculum

Experiential Learning:

Classroom transaction involves discussions, collaborative learning, problem solving, peer assisted learning, concept mapping, assignment, seminar presentation, projects, creating portfolios etc

Field Visits: The theoretical knowledge is internalized through field visits, projects, case studies .Internships, allow students to understand how to develop education processes for classroom transaction

Participated Learning:Script writing, choreography ,Drama and Art occupy a significant part of the college's teaching & learning process. The college's in-house events like the green challenge - plantation drive, Swachh Bharat Mission etc allow students to develop spirit of harmony with nature and community.

3. Problem solving Methodology

Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities.

Elective courses both generic, open and discipline centric enhance students' knowledge, competencies and research skills.

ISB permits developing self-learning skills, civic responsibility through extension services. Certificate courses, E-learning mode of teaching using blended and flipped learning approaches are in practice.

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

10

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

Any other relevant information	View File
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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

92

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

Three 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://stanniscoe.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

Working in Teams:

UG and PG students are grouped under mentors to cope with academic and professional growth.

Dealing with Student Diversity:

Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support

Conduct of Self with Colleagues and Authorities

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit etc

Balancing Home and Work Stress

During PTA meet, parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes.

Keeping Themselves Abreast

Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation

Projects

Students work in teams according to their interest and develop awareness about social issues. Projects are assessed as per the rubrics

Activities

Mentors identify students' strengths and weaknesses by interacting regularly, which helps to motivate and encourage mentees

Research:

M.Ed. students are allotted guides to pursue their dissertation work. Teacher educators collaborate for the finalization of research proposal

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-

Five/Six of the above

from local to regional to national to global

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

Student teachers practice different innovative models and approaches with emphasis on primary, elementary and secondary levels of teaching processes. Students prepare lesson plans based on Concept Attainment Model (CAM), Value based, Team teaching, Appreciation of poetry, ICT Based lessons/ E -Content Modules, lesson plans based on Constructivism, Multiple intelligence, STREAM, Script writing etc. which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values etc. Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture etc. Implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts.

M.Ed:

M.Ed students during internship design different types of lesson plans based on different instructional development models like KEMP model, Instructional System Design (ISD) etc., thereby leading to the development of innovativeness and creativity in the teaching learning process. M.Ed students are exposed to assessing B.Ed internship, teaching at college the innovative lessons and in the cooperating schools. Empathy is instilled through CWSN lesson plans developed by students during internship in special schools. Students maintain a daily journal recording of their observations and experiences

They contribute to the community through various programmes which nurture creativity, empathy and life skills among students.

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

2.4 - Competency and Skill Development

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

All of the above

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

Ten/All of the above

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

	File
Any other relevant information	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	All of the above
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	All of the above

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

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 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

All of the above

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

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

All of the above

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

College sends student teachers to internship programme in four semesters

Selection/ identification of schools for internship:

It is done keeping in mind the proximity, abilities of the students, standard of the school, medium of instruction, methodology requirements of the schools etc.

1. Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 20 weeks from primary to secondary levels.

3.Orientation to students going for internship:

Students are oriented to use innovative strategies of teaching, design instructional activities, prepare TLMs, evaluation tools etc. Before internship each teacher trainee gets five lesson plans approved by their methodology. Before internship, orientation to SAT, Case, School Study, Action research project are given.

M.Ed. internship

Phase 1

- Observation and Internship at B.Ed. College: Students are taught instructional designs and to maintain reflective record.
- M.Ed. students observe the innovative lessons of B.Ed. students in phase 2.

They go to special schools and observe classes, assist special educators for 10 days

4. Defining role of teacher of the institution: Master teachers guide, supervise their performances, interact to provide continuous feedback to the M.Ed students.

5. Streamlining mode/s of assessment of student performance: Rubric and observation sheet is provided. Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught at source to be implemented.

6. Exposure to variety of schools: Students are sent to government, private, international, rural, urban schools of different boards such as CBSE, SSC and ICSE.

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

1.32

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

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

Nine/All of the above

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

Preparatory Phase and Teaching Phase:

During admissions, principal meets the students personally to observe their attitudes and dedication towards the teaching profession.

Teacher Educators Role: They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled.

M.Ed. internship programmes in B.Ed. colleges and special schools integrates hands-on experience with theoretical bases preparing students for a smooth transition to the professional front

Role of Peers: Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

School Phase and Teaching Phase:

Role of School Principals: They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes

Role of School/ Master Teachers: The master teachers assign the lessons to be taught for the month earmarked by the government. At times, students' absence is also brought to the notice of the college principal. After the students return, a feedback is obtained regarding the students' teaching and interaction.

Teacher Educators Role: Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers: Students assigned in the same school give emotional-physical support.

Reflective and Improvement Phase:

Role of Teacher Educators / Master Teachers: The reflection from the school teachers are interpreted to review the gaps to adopt new strategies.

Role of Self: Every student teacher assesses their own growth from semester I to IV, through a reflective analysis.

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 /

All of the above

School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

26

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

14

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

292

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

292

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

- Pedagogues share information with colleagues and others regarding latest developments of UNESCO Global Framework of Professional Standards, General Teaching Council for Scotland (GTCS) etc before re-designing the self-appraisal proforma for teacher educators.
- The faculty members organize seminars , webinars, capacity building sessions for in-house members in area of interest
- IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI), psycho-social learning, design thinking, Intellectual Property Right (IPR) etc
- Faculty members are involved in consultancy and advisory services in prestigious schools, colleges and NGO's.
- Professional growth of faculty also expands through add on courses on MOOC portal.
- Faculty with their expertise are capable of selecting journals, books for references and upload e-books
- All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes
- The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction
- On a rotational basis, projects and competitions are allotted to staff, in order to give maximum exposure to various areas
- In-house deliberations take place informally in the staffroom on topics on educations.
- Faculty development field trips (tours) are periodically arranged for updating the current developments in other universities.
- Faculty members are invited by the affiliating university to prepare e-Content lessons (EMRC)
- Psycho-spiritual workshops are organized to balance the professional ethics and social behavior.

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

Assessment of student teachers is viewed from two perspectives 1) knowledge assimilation 2) acquisition of skills.

focus on critical thinking, problem solving and self-reflection. Project based learning activities improve team work, compilation, presentation skills, analyzing and showcasing. During peer-teaching, the triangulation approach is applied for assessment. Designing and practicing CAM, 5E, value based, aesthetic models of teaching are assessed using specific rubrics.

Effectiveness of the evaluation system:Evaluation system uses different types of assessment tools and techniques 1) Mentor Assessment proforma 2) practical aspects in all courses 3) Field work 4) Paper presentations 5) projects 6) Preparation of subject / project materials 8) ICT based teaching. The CIA - periodicals in each semester strengthens knowledge acquired and makes the SEE less stressful.

Enhancing competencies and its evaluation.The student teachers are exposed to experiential processes in preparing the question bank, assessment rubrics, MCQ's etc. SAT records helps to measure the capabilities of individuals to analyse and standardize achievement test, diagnostic test and interpret the areas of difficulty

Innovative Evaluation Process:Equal weightage for theory & practicals are validated. Emphasis on higher order thinking and problem solving capabilities in designing question papers are in practice. With implementation of outcome based education, questions are framed in alignment with the course learning outcomes.

Digitalization of evaluation process:A shift in evaluation from offline to online mode through Google workspace using digital tools Quizzes, Google forms, Mentimeter, Google White board etc was implemented.

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

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances .A suggestion box is also placed for the same.

Exam Revaluation:Revaluation of scripts is allowed by following the stipulated norms.

Re-schedule of Examination/Internals:Internals on the scheduled dates are re-scheduled if the situation demands.

Default:Students found with shortage of attendance can avail the College's grievance process. Genuine cases are considered and resolved.Shortage of attendance is compensated with library hours and submission of medical certificate

Examination Time:Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice.

Year 2020-2021

During the pandemic offline assessments were transitioned to the online mode. Initially students faced problems that were addressed and resolved, for example link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts. The chief examiner deal with the grievance that is addressed and resolves the issue in 10 minutes.

- On humanitarian grounds, one PG student's viva - voice was considered to be taken online.
- Due to typographical errors in the question paper, students attempting the MCQ's with the error were given mark for the same, after the examination committee deliberated upon the issue brought forth by the students.

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.

The Institution prepares an 'academic calendar' containing the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. The academic calendar follows the NCTE norms. The orientation & field work, practicals and showcasing of projects are earmarked meticulously

Faculty: Autonomy is accorded to the faculty members in the conduct of internal evaluation. During the Pandemic the faculty adopted diversified patterns of internal assessment. The ISB is planned to engage students for field work & research work.. Internship programmes are scheduled at different levels from semester I to IV to continuously assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. After the commencement of each semester, for the B.Ed. programme, internals/periodicals are conducted after 45 days of classroom instruction. During the pandemic, the internal evaluation marks were increased from 30 to 50, through a third internal assessment for M.Ed course.

- All the co-scholastic areas are earmarked in the academic calendar, for which student's participation is assessed by their respective mentors. At the end of the programme, a formative assessment grade sheet is given to the students along with the memorandum of marks.

Projects - The dates for orientation, conduct, showcasing and submission of the projects are clearly indicated in the academic calendar. For the M.Ed. programme during

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.

College's curriculum is based on the learning outcomes in line with the vision and mission of the college.

The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving etc.. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative etc.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc.

B.Ed. students take up action research in pedagogical subjects .Research work focuses global standard, development of research skills with topics in emerging issues in education

Peer teaching, innovative teaching and internship programme prepare to master pedagogical skills to attain course outcome

Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others

International, National, State, In-house seminars, workshops, webinars are organized/ attended.Certificate course in Computers and ICT enhances skills in applications of different Google apps and other applications for effective online teaching.

Lifelong learning through courses on SWAYAM and DIKSHA was planned and implemented, incorporated into the evaluation process.

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

Learning tasks for UG and PG are designed to construct conscious thinking which would develop the skills of ability. Specific rubrics are prepared to pin-point the observation towards professional standards expected from them. The choice based credit-system was implemented in 2015.

Learning tasks involve concept writing, mind mapping, chain notes etc which are applied to engage with content, designing learning tasks which help in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome.

The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC.

The activities under co-scholastic domain and certificate courses are graded in the add-on certificate, which reflects student's professional choice like start up schools and administrators. A formative assessment grade certificate is given to substantiate personality traits, academic participation to enhance pedagogical competencies and professional responsibilities.

OBE was implemented from batch 2020-2022 which is formulated based on the vision and mission of the institution. PLOs and PSOs were formulated in align with UGC document and Course Outcome (CO) in alignment with PLO and PSO by matching the taxonomy levels. The CO-PO-PSO matrix attainments in each of the courses have been computed with a threshold value (60%) on completion of the attainment measures after the first semester 2020. It was found that proficiency in articulating thoughts and ideas were communicated in a well-structured and logical manner better from actual development to potential level.

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

52

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	View File

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.

I. Initial:An initial effort is taken to assess the developmental stages of pre- service teachers and plan the sessions

Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions.Candidates from MNC's are made aware of professionalism.

Their inclination towards the type of schools for employment, attitude towards CWSN, transgenders, are elicited through debate

There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level.

II. During: From academics to practicals, specific assessment strategies are applied through continuous project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to articulate and absorb the styles of teaching..SQC members are elected by their peers. Their strengths and areas of improvement are communicated. Data collected from the pre-assessment tools are analysed to check the difference in their performances from the entry level till date

III. Post: After the internal and semester end assessments, they reach a stage to prove their worthiness by preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices etc and show a genuine accountability towards self, society and nation. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

3.74

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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

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

Three of the above

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

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

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

7

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
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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

48

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

92

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

92

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

92

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
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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.

Sensitizing the student teachers towards community and social issues is always a thrust area of this institution. Being a women's college, this institution always encourages its women student trainees to empower themselves to the optimal level. Academics and education are always the prime focus so that they are made self-reliant. Entrepreneurship is another major area encouraged to establish their own enterprises such as Montessori schools, play-schools and upgrade them. Parents with required expertise are invited to college to contribute academically.

Outreach activities like Swachh Bharat, Each one teach one, Voice for girls, Stree Shakti Project, youth empowerment, participating in women's issues, societal issues, conducting health camps, legal awareness programmes in collaboration with NGO'S , Sakhi and Socialized Society Servants, collaboration with MGNCRE, gets students actively participating in online counselling, vaccination drive and awareness campaigns. Students also helped with Community survey in association with Montfort Social Institute (MSI) . Students also took part in 'Azadi ka Amrit Mahotsav' programme honoring skilled and unskilled labourers. Both UG/PG students were involved in developing instructional designs for children with special needs. B.Ed students in collaboration with MGNCRE volunteered for beat COVID programme.

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

174

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

7

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

7

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

8

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

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 and LCD facilities in well ventilated halls. Physical science, biological science and Math labs are all maintained regularly, updated after periodical stock checking. Every lab is equipped with computers for use. The English language lab was augmented with latest technologies and ambience. 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 backyard is beautified with value based paintings. Besides this, the college has an extended sports arena to the north east of the playground, which is 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 and laboratories. 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 in 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.stanniscoe.com
Any other relevant information	View File

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

10.05386

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 issue 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 was seen 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.

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 more than twenty thousand books and more than thirty journals. Reprographic facilities are made available during the college hours. The software New Gen lib 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 students 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)

0.040575

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

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

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

11

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.stanniscoe.com
Any other relevant information	No File Uploaded

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

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 upadation 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 strategically. **Library:**There are computers available in the library 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 meanings, 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, MSoffice 2007, SPSS, Adobe reader, New gen lib and Examination Evaluation System Version 2.

File Description	Documents
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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	View File

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

A. $\geq 1\text{GBPS}$

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=r7VQRk6zoZ0
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)

6482927

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 was replaced from the Alumni's membership fee. Examination Evaluation System Version 2 renders 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 on their PC's. New Gen Libintegrated management system is renewed through AMC. Academic and support facilities for library are provided and maintained through online journals such as Sage publications, Shodhganga and MOOC courses. Students of B.Ed. are supervised for completing course from DIKSHA, M.Ed. students are facilitated to complete a certificate course from SWAYAM portal. A mini gymnasium is well maintained with minimal equipments 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.stannscocoe.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

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

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

Seven/Eight of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File

Any other relevant information	View File
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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)

Three 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
55	92

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).

10

File Description	Documents
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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)

33

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 are aliaison between the students and the management. They were elected democratically through virtual election on 18.06.2021. They actively participated in coordinating and conducting different curricular and cocurricular aspects regularly. With the shift to online mode of teaching, the student council members expressed their inability to attend classes at college,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 question 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 as cushioning 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
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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

27

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	View File

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 (STAAF) was established on 24-2-2001 and was renamed as Student Teachers' Annite Welfare Alumni Association (STAWAA) and registered on 14.12.2021 with the registration No. 402 of 2021. Dr. D. Vijay Kumar, Director, Indus Universal School, Hyderabad, Osmania University, during online meeting spoke on the topic "Alumni as Catalysts: Your Impact our Strength" with emphasis on both academic and financial contributions. Academic Contributions made by Mrs. Mini Mol, 1992 batch Alumni during the B.Ed. induction programme stressed on 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, Barkatpura Hyderabad, played an important role in academic suggestions, conducted a workshop for the present batch on the area 'Mind your Mind.' These Alumni are members of IQAC and Members of Statutory bodies.

File Description	Documents
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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

4

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 the Alumni Association more functional by planning and executing capacity building programmes in the area of academics and extending cooperation for the community as need based services. Alumni share their experiences during the meet and during induction programmes. All prestigious schools, government sector, private aided and international schools have our students as teachers as well as in administrative cadre. We place our internship in all co-operating schools and

these alumni render a 1-1 personal attention and supervision for our studentsto 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 our 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, mentorswhofacilitate during internship in school activities. During the meet an e-election was conducted to elect the executive members for the coming years. Thus, 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). These 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 werechallenges faced for which a tech-savvy committee wereconstituted.This autonomy transferred to the committees are appraised, reports scanned and the feedback input to scrutiny for further amendments.

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 its 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 of the COVID-19 period, post-COVID challenges and industrial turbulences, family upheavals and student unrest, cooperative 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 and collective approach. The committees constituted at the beginning of the academic session take up the responsibilities of conducting both curricular and co-curricular activities under the guidance of the Principal. The conduct of webinars/conferences are shared responsibilities of the staff. All proposals of conducting webinars are vetted by the statutory bodies.

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.

Every year is unique in identifying the gaps in the previous years deployed strategies implemented based upon the feedback analysis obtained from the student teacher trainees. This institution keeps in mind 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 activities 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 teaching are implemented and experimented during internship before institutionalizing them as innovative models. The new models introduced are a combination of kinesthesia lessons and lesson design. Kinesthesia lesson planning includes theatre, drama & art components into the teaching-learning process. In the previous years, the methodology instructors introduced e-lesson designing and video capturing. Now, it is enhanced into a course design portal with reference to a chapter from the school textbook, 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 pro active activity internalized and disseminated.

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

6.2 - Strategy Development and Deployment

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

The institution's strategic plan is developed in alignment with the vision and mission of the College. The Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. On a regular basis, the principal involves on a one-to-one basis in:

- Planning and Execution
- Operation and Management
- Communication of changed plans
- Institutional Profiling
- Environmental Scanning
- Deciding on Key Performance Indicators
- Identifying detailed Objectives and Actions
- Financial Planning

During pandemic, there was a transition from offline to online mode. The question paper was reduced to 50 marks for the M.Ed. , the duration of the exam was reduced from three hours to two hours. Practical to theory weightage was changed from 30:70 to 50:50. As for the B.Ed. , Part A was converted from short answer

to MCQs. The duration of the exam was also reduced by an hour and introduced the online semester-end exams.

The regular internships are restructured into peer teaching sessions observed by M.Ed. students and the concerned methodology lecturers.

The principal continues to provide mentorship to students giving them respite during challenging times. Students facing difficulty with technological connectivity issues are provided an alternative wherein the staff post the material on WhatsApp or email it to the students' common email. The PTA committee members were elected under the leadership of the principal in an arranged virtual Parent teacher meeting, to discuss the issues faced by their wards and their suggestions were also facilitated.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stannscocoe.com/beta/cms-uploads/files/progressive-strategic-plan-flowchart.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 the guidelines framed by the UGC, State policies, university norms and Apex body and 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, on decisions that are 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 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
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Link to organogram on the institutional website	https://stanniscoe.com/mandatory-disclosures
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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.

Transparency and accountability in higher educational institutions derived from the functional effectiveness of various statutory bodies, cells, and committees infuses the letter and spirit of quality assurance in teacher education. These bodies are called into action through the model of checks and balances that is imbedded in the process that the College implements to arrive at decisions that directly impacts vision, mission, and all the associated stakeholders. This process is key to the College's legitimacy, funding and competitiveness. In 21-22 our efforts concentrated on implementing the State, National and UGC mandate on COVID Protocol for Assessment and Evaluation. Where under normal circumstances the College adhered to the 70%:30% bifurcation with 70% of the marks allocated to the semester-end examinations and 30% to the internal assessment, this ratio was revised to 50%:50% to conduct offline examinations following university guidelines and COVID protocols for semester end examinations for both B.Ed. and M.Ed. This decision, process, procedure, and arrangements were planned by the controller of examination and presented at the faculty-staff meeting as documented in the staff minutes of the meeting. The provisions were approved by the Internal Quality Assurance Coordinator and then presented to the statutory boards for approval, prior to implementation.

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

Welfare of the faculty and students and concern about their wellbeing is considered as a prime agenda of this institution. The process of extending welfare is demarcated to academic inputs, financial assistance, leave facilities, psychological wellbeing and conducive environment, medical leave, medical assistance, earned leave, proper amenities, library, prompt facilitation of loan facilities, Wi-Fi facilities, computer assistance and computer lab facilities, Gym Room, sports lab and so on.

Every faculty member on probationary period of three years are eligible for PF scheme keeping in view the basic pay they are fixed upon. There is facility of PF and ESI for admin staff and contingency staff.

Leave rules are applicable as per UGC and state norms. Study leave and medical leave are sanctioned after considering the emergency or requirement.

Online/offline library resources, resources materials from the science laboratories, IT lab, virtual studio, ET lab, Gym, sports are made available for add on than knowledge and skills.

College has an inbuilt mechanism for grievance and redressal through counseling and a sick room for resting, either unwell or when staff are indisposed. Faculty are encouraged to improve their skills through orientation and refresher courses conducted by recognized institutions.

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.

26

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

7

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 register 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 follows 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 state, national and international levels etc.

The existing teacher appraisal standards were reframed based on The Australian Professional Standards for Teachers (1) Professional Practice and (2) Professional engagement. Each sub-domain was divided into tasks, skills and knowledge aspects and this tool was applied to the faculty as a preliminary pilot study

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, PAR report, NAAC report online audit work, communicating with MHRD are assessed as per the requirements.

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 queries regarding the financial health of the college. The institution conducts both internal and external audits regularly. External audits are done bi-annually. The budget for the forthcoming academic year is placed before the governing body and adhered to. The finance committee members designate 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 give proposals for purchase requirements and submit it to the principal which is presented to the members of the finance committee, who vet the requirements and earmark 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 information and necessary action. 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	View File

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

114000

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 were allotted by UGC. The State funds are allocated for aided staff salary. There is a mandate 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 honorarium and for guest lectures 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

The process of quality assurance through IQAC is initiated through a selection of experts from the spectrum of society to ensure rich input for quality enhancement. Meetings are held and discussions on pre-determined agenda enable the institution to identify the potential areas for improvement. A group of faculty members evolved the modalities such as areas of research in alignment with NEP 2020, MOU with National and International institutions with specific area of work, Seminars /webinars to be conducted, structuring the integrated teacher education programme, identifying the MOOCs course, curriculum revision etc. The identified areas were put forth to the statutory boards for suggestions. The recommendations and strategies for implementation were incorporated. The research areas were deciphered and the post graduate students were oriented to the spectrum of ideas from which they selected their areas of interest for dissertation. MOUs were signed with ATA College, Sydney, Australia to understand the International Perspectives in areas of IPR, Socio-Emotional Learning, Ghulam Ahmed College of Education in areas of administrative and academic audit (AAA) and faculty exchange. A tool was developed in collaboration for validation of AAA. Collaboration with technology based organization "Tutoroot" to enable firsthand experience in online tutoring was finalized.

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.

The institution implemented the modalities for outcome based education (OBE) at the curricular designing as well as assessment levels. The transaction of the curriculum was predominantly through a participatory approach with seminar presentations, case studies, project work, focus group discussions with emphasis on experiential learning in school/ college based teaching. Peer teaching and innovative teaching sessions with structured feedback mechanism complimented the teacher preparation. Rubrics for all the activities were improved for quality assessment based, on the formulated course outcome. The attainment levels were compiled based on the direct and indirect attainment. The semester wise feedback was redesigned based on the course outcome for each paper to compile the indirect attainment. Thus, a comprehensive strategy was developed to calculate the attainment levels. The gaps were identified. The practical aspects were redesigned and the criteria of assessment was evolved based on the course outcome to validate the process of internal assessments. This process was applied to all the value added courses to assess the attainment of course outcome. This process gave direction to developing better pedagogical and assessment strategies that could enhance quality of the programme with a systematic and directional approach.

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

36

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

Four of the above

Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

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

Incremental improvements achieved within the institution in Academics and Administrative domains are as follows:

- 1. Academics :** Semester-wise Academic Performance records of each student is maintained and analysed to measure cumulative improvements, so that faculty can reflect and bring changes in the curriculum, teaching approach, individual remedial modules, and mentoring program. Rubrics were developed, a triangulation approach of evaluation was implemented with self-reflection, peer evaluation and faculty input. Students designed inclusive lesson plans and were made aware of STEAM model of teaching, team, reciprocal and differentiated learning. The students effectively integrated technology to the teaching learning process. Online examinations using MCQs reflecting on videos, projects work, open book exams were introduced. Students registered for Credit Bank System and also in SWAYAM courses
- 2. Administration:** Governing Body members, administrative officers, conduct regular meetings and identify the areas for upgradation pertaining to infrastructure, technological equipments, laboratory, classroom support services, faculty improvement, admin support materials, after analyzing the feedback received from the stakeholders, co-operating school principals and statutory body members. Strategic plan is revived and infrastructural facilities are augmented, facelift for the computer room with wall to wall carpeting, painting

the classroom walls as per the subjects taught. Computer are loaded with firewall for cyber security

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore, utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimising pollution and re-using material for benefit of individual and society at large.

Through various clubactivities students are also involved in the decision making process so that sustainable practices can evolve reflecting emerging needs for environmental protection. Science club members remind one another regarding 'Plastic Free Campus'.

The students are motivated to follow the idea of dark days by reducing energy consumption asinitiated by the State Government. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices. All the washrooms are placed with captions which indicates the use of water and other resources carefully. Students are acclimatized to the process of Reduce, Reuse Recycle (RRR) in adhering to the same within the campus. .

Installation of solar panels is in the process.

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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.

Waste Management Policy Statement

. The College plan of action includes an essential role in sustainable development by not only preparing student teachers for professional success but also by harbingering in them a civic duty as citizens of the society. SACOE Waste Management Policy echoes its commitment to mitigate the environmental impacts through effective waste management and sustainable practices by converting waste into reusable resource. Through the college clubs the college strives to work towards a zero waste campus resounding an eco- friendly ecosystem of "reduce, recycle and reuse."

The wet garbage is emptied into the compost pit. The dry garbage is discarded to the nearest GHMC site for final disposal which is managed by the Management.

Vermi composting pithave been installed in the backyard in which biodegradable waste is collected and further processed.zero plastic policy is strictly adhered to in the campus.

- Signboards for water conservation have been placed near the water taps to sensitize students to adopt conservation practices.
- Maintenance is done regularly to detect and stop water wastage.
- Rain water is collected using rain water harvesting pits and thiswater is used for the plants in the garden.

. Segregation of waste: wet and dry waste is collected by GHMC on a daily basis. The e- waste is collected and segregated and sent offsite for safe disposal and used for recreational activities.

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, 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 onWhatsApp and Face book for green slogans, signing petitions and contact leaders to propagate Swachh Bharat programme. All the plants in the campus have been named according to its botanical nomenclature. Automatic Change Over with high and low voltage cut off protection strips are installed to save power and to prevent any hazards. All labs have fire extinguishers. 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

All 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)

18857

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

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations around the college. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road.

Benefits of sharing expert advise from the parent university is possible for it is situated at a closer distance. Faculty exchange is convenient for travelling to Educational Multi-Media Research Centre (EMRC) for recording of video lessons.

The playground in the model schools are utilized for purposes of sport and games. At times the spacious halls are used for large scale events. An in-house gymnasium furnished with necessary equipment is available..

Ali Yavar Jung National Institute of Speech and Hearing Disabilities is closely situated. PG students are sent for internship in these institutions to internalize the academic and vocational input to Children With Special Needs (CWSN).

There is a strong PRO with all our co-operating schools and their teachers are free to access any resources from our campus. Audio-visual support materials prepared at source are shared with government schools on request.

Community Leverages are established through MRO's from Mandals, Human Rights Associations for legal aspects.

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

Title of the Practice: Internalizing Pedagogical Skills

Objectives:To

- equip student teachers with knowledge
- restate pedagogical skills to confront the challenges of the 21st century

The Context:They create processes that enable students to organizemethodological processes.

1. The Practice:

The Entry Level:Setting the stage for professional networks.

Admission Process: Student profiling is used for SWOT analysis

Content Test: Is administered to measure the levels of conceptual understanding at the entry level

Mentorship: B.Ed and M.Ed students are assigned to mentors in the ratio of 1:15 students.

Internship: At different levels of schooling

B.Ed: Students are oriented for simulated teaching.

M.Ed. : Internship prepares students for the professional front.

Participation in Events: Pedagogical skills are fine - tuned through club and college activities.

Evidence of Success: Students continue higher education as well as to lateral professions like counsellors, administrators principals etc

Problems Encountered:

- integrating high end technological enhancements

II.Title: Human Resource Development

Objectives to:

- update with latest developments and opportunities for development of personality
- promote research

Context: adaptive to the changing environment

The Practice:

- To participate in webinars and workshops.
- Research and Development: Faculty are encouraged to read, research and publish papers/articles.

Evidence of Success: Degree certificates and additional qualifications are recorded.

- Resources Required: external funding, health care and day care facilities.

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

For Committed professionals the college's vision is channelized into bringing the right attitude among the teachers to visualize a global intellectual village, focusing on educating women and to 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 Mahatma Gandhi National Council for Rural Education (MGNCRE) involved in services in 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