YEARLY STATUS REPORT - 2022-2023

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 Education/Physical Education:	Teacher Education
• Type of Institution	**Women**
• Location	**Urban**

• Financial Status	**UGC 2f and 12(B)**
• 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)	**04027804604**
• Mobile (IQAC)	**9652846477**
• IQAC e-mail address	**iqac@stannscoe.com**
• Alternate e-mail address (IQAC)	**administration@stannscoe.com**
3.Website address	www.stannscoe.com
• Web-link of the AQAR: (Previous Academic Year)	https://www.stannscoe.com/beta/cms-uploads/files/AQAR-2021-2022-file(1).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-Calender-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**
Cycle 4	**A**	**3.14**	**2023**	**28/02/2023**	**28/02/2028**

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/PMMMNMTT 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	2,50,000.00

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	1
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

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

* Organising the Peer Team visit for the fourth cycle of NAAC accreditation

* Revision and approval of Syllabus for B.Ed & M.Ed
* Strategic Planning for NEP preparedness
* MoU with National and International Organisations
*Publication of in-house journal 'Pedagogy and Praxis'

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

Plan of Action	Achievements/Outcomes
Induction Programme based on Deeksharambh Framework	The induction programme gave a clear understanding of the functioning of the college, the programme outcome and the roadmap with a futuristic perspective
Revised Syllabus Implementation	Updated syllabus in all the courses to include aspects of NEP as well as emerging trends
Research and Incubation Centre	Initiated talks on STEMpreunuership followed by internship in collaboration with Butterfly Edufields to design and develop 'Do it yourself' kits. They were also trained in setting up STEM Centre.
Online Teaching	Students were trained in online teaching including script writing, screen presence, video recording by Tutoroot Technologies Private Limited.
Extension Activities planned with MSI	Students associated with 'Tolimettu' programme experiencing teaching for first generation learners as a part of individual social responsibility
Continues Comprehensive Evaluation	The students were exposed to different forms of internal assessments in alignment with course outcomes. Improvement in

	knowledge, attitude, interests and values were monitored
Webinar on 'Emerging Concerns in Educational Research methodology'	Students were exposed to the changing paradigm in research methodology and common errors committed by researchers.
International Conference on 'Language, Literature & Translation studies: Issues and Challenges'	This conference enabled students to understand the nuances of language, literature and translation and its importance in Indian education system.
Workshop on Puppetry making as a tool for teaching and Learning	The students were able to make different types of puppets and develop a script to teach in their respective pedagogies
In-house teaching programme: Peer Teaching	Peer teaching enabled the student teachers to understand the attributes of different teaching skills, develop positive attitude, personalized learning experience and also in sharpening pedagogical skills.
Innovative Teaching sessions	The students developed instructional design and practices different models of teaching,
Entrepreneurial Pedagogy	Students were oriented to entrepreneurial pedagogy with futuristic perspective
Internship Programmes at different levels: Primary, Middle and high school Level	Students gained confidence to teach at different levels and different types of schools (Govt., private, aided) under different boards.
Internship in Special schools	An exposure to special school enabled the M.Ed students design and develop instructional design to cater to the needs to differently-abled students
Field Trip	Visit to Butterfly Edufields and

	Wild Waters enabled learners to be actively involved in experiential learning
Co-curricular activities/ Competitions	The panorama of co-curricular activities focused on themes related to life skills, work education, visual and performing arts and values. Enhanced personality, building confidence, developing sense of responsibility and improving physical and mental health were observed.
Organising Parent Teacher Meetings	Mutual communication to understand the expectations of students and Parents
Club Activities	The recreational activities enhanced the creative potential apart from exploring talents and cultivating hobbies
Strengthen Mentoring programme	Both formal and informal mentoring supported the students academically and psychologically
Celebration of Azadi Ka Amrit Mahotsav	A variety of activities enabled to ignite nationalism among the student teachers
Celebration of Significant days	All important festivals both national and local imbibed the spirit of national integration
Swachh Bharat & Green Initiatives	Regular plantation drives and cleanliness programme instilled environmental sensitivity.

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	23/02/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	09/01/2023

15.Multidisciplinary / interdisciplinary

Incorporating a comprehensive multidisciplinary and interdisciplinary approach within a teacher education institution necessitates a strategic utilization of existing resources and a cultivation of an innovation-driven, collaborative culture. This endeavor encompasses several key components. A few to mention are:

Curriculum Enhancement: We initiate the process by assessing our current curriculum through active engagement with faculty, fostering regular discussions aimed at identifying opportunities for improvement. Continuous feedback mechanisms, including surveys and meetings, are employed to gather insights and identify pathways to infuse an interdisciplinary perspective. Notably, disciplines like drama, art, music, and dance have emerged as pivotal aspects to be integrated into teacher education.

Stakeholder Engagement: Through open dialogues and collaboration among administrators, faculty and students, we uncover other areas of interest among our Principals and teachers of schools, parents, alumni and our student teachers. Working groups are established to facilitate discussions and generate innovative ideas. There is a proposal to establish partnerships with Colleges of music, dance, and fine arts.

Faculty Development: We prioritize the development of our faculty by exploring professional growth resources such as webinars, online courses, open educational resources (OER), Capacity building programmes, in house discussions and team teaching strategies.. Fostering peer-to-peer learning and mentorship within the faculty community is actively encouraged and modalities for Science Technology Engineering Arts and Mathematics (STEAM) , Science Technology Engineering and Mathematics STEM ,entrepreneurial and vocational education are being experimented.

Curriculum Revamp: Our curriculum redesign efforts concentrated on revising course materials to integrate interdisciplinary content

into existing courses. We leverage open-access textbooks, OER, open-source software, and digital tools for teaching and learning.

Interdisciplinary Collaboration: Collaboration with other faculties is vital for nurturing interdisciplinary cooperation. This includes endorsing joint initiatives and cross-departmental projects, thereby promoting knowledge sharing and expertise among faculty. MoU with different U.G and P.G colleges were established in order to work on different areas of research and curriculum development.

Community Engagement: Leveraging community partnerships is instrumental. We collaborate with local organizations such as MSI, and programmes as per Government mandates and NGO s Inviting guest speakers enables volunteering opportunities for our students.

Assessment and Evaluation: We implement application-based assessment methods, such as feedback, surveys, interviews, and self-assessment, to gauge the effectiveness of our interdisciplinary approach.

Interdisciplinary Research: We actively encourage cross-disciplinary collaborations on research projects among faculty members such as designing interventions for students with autism and learning disabilities, Action research in different methodologies and M.Ed dissertations integrating technology supported with Psychological inputs from Pedagogical perspectives.

Professional Development for Educators: Fostering a culture of interdisciplinary learning is central to enabling our educators to share their expertise. We promote adaptability by encouraging faculty to regularly update their courses with interdisciplinary content as needed.

Interdisciplinary Problem-Solving: Our approach is grounded in addressing real life issues that demand students to draw from multiple disciplines as in psychological, sociological and philosophical aspects into solving pedagogical problems.

Thus, these strategies enable us to prepare educators who are equipped to navigate through the dynamic and interconnected challenges of modern education and society.

16.Academic bank of credits (ABC):

Effective implementation of ABC requires a multi-faceted strategy involving policy planning, technology integration, collaboration, and continuous assessment and improvement. Here are a few

initiatives taken up by the Institution to implement the ABC effectively:

1. Digital Infrastructure : The UMANG app, the centralised digital platform for the ABC system enabled students to register, deposit and manage their credits. The institution is in the process of ensuring smooth integration with the IT system for credit management. All the students of 2022-2024 batch have registered by filling the requisite information and uploading the same, after which the ABC ID was generated for all the registered students.

2. Developing a Standardized Credit System: The curriculum revision process was in alignment with the National Credit Framework (NCrF). A standardized credit framework, defining the value of credits across various courses in both B.Ed &M.Ed programs was followed ,thus creating a system for credit equivalence to facilitate credit transfer across different institutions, both nationally and internationally. The institution has also developed a strategic plan for Integrated Teacher Education Programme (ITEP) based on the NCrF.

3. Formulating Regulations: A comprehensive draft regulatory framework is being developed that outlines the rules and guidelines for credit accumulation, transfer, and redemption based on the NCrF

4. Strengthening Collaborations and Partnerships: The institution established collaborations with 16 U.G and P.G as well as teacher training colleges, and online education providers such as Tutoroot & Australian Tutoring Association for a broader choice of courses and credit transfer. The institution is engaging in Industry partnerships with Butterfly Edufields for practicals and MGNCRE for vocational training for designing and developing " Do it Yourself Kits" that can be included in the ABC system.

5. Encouraging Academic Flexibility: The institution offers a wide variety of courses with 25 elective courses at M.Ed level 14 elective courses at B.Ed level. The knowledge significantly substantiates to improve teacher performance. To promote lifelong learning beyond the traditional academic calendars the students explore different courses through SWAYAM, DIKSHA, and Coursera and Alison .

6. Implementing Continuous Assessment and Quality Assurance are essential. The institution developed a mechanism to ensure the quality of courses and credits being offered and transferred through the Internal Quality Assurance Cell. Regular monitoring and assessment of the effectiveness of the ABC system will be analysed,

only then adjustments of credit structure can be possible.

7. Raising Awareness and Training: An awareness was conducted for students, educators, and administrators about the benefits and workings of the ABC system. The faculty members attended the orientation session by UGC for effective implementation.

 8. Supporting Student-Centric Services: Academic advisory services are extended by the faculty to help students make informed choices regarding their credit accumulation and course selection. A nodal officer is appointed for students to report issues or provide suggestions on improving the ABC system.

Thus, by implementing these strategies, the ABC system under NEP 2020 can significantly enhance the flexibility, inclusivity, and its relevance in higher education institutions.

17.Skill development:

Curriculum was revamped in alignment with NEP focussing on the following skills:

1.   Curriculum transaction strategies: The curriculum revision/ transactional strategies in alignment with OBE enabled student teachers to grasp the subjects, be well-versed in the curriculum framework / learning objectives. Teaching methodologies and techniques that cater to diverse learning styles were developed through peer teaching. STEAM based, multiple intelligence, Reciprocal teaching, discourse oriented teaching etc. Internship enabled students to improvise approaches and strategies.

2.   Assessment/ evaluation: Orientation and training were offered on emerging assessment strategies. The proficiency in designing and implementing different types of formative and summative assessments helped to measure students' progress and to provide feedback to students.

3.   Inter/ intra personal : The skillsets were developed through LSRW skills in Communicative English project, innovative activities in Conversational English course through the use of language lab and showcasing through projects in cultural studies, school study ,community studies and through EPC paper 'Understanding

the self.

4.   Critical thinking/ problem-solving: These skills are developed through the curriculum focussing on classroom problems through case studies and project based learning. Content analysis, journal study, meta-analysis of research reviews etc. assists in enhancing Critical thinking.

5.   Digital literacy:. Various Google platforms were practiced upon in 'Critical Understanding of ICT' Mentimeter, Quizziz, CANVA were also introduced. Students developed e-Content and e-Portfolio, edited and prepared videos as a part of curriculum and Computer Education Certificate course.

6.   Sensitivity to diverse learners: Internship in special schools enabled learners to harness these skills. The course in 'Basic skills in Guidance and Counselling' helped them to embrace inclusivity

7.   Continuous professional development: SWAYAM and DIKSHA portals cultivated the habit of self-reflection. Documentation of reflective journal and e-portfolio , exposure in Reading and Reflecting on texts as well as through impromptu reading sessions in the Open Book Centre in the Institution enhanced the skill of reflection

8.   Emotional intelligence: To improve the emotional intelligence. to manage their own emotions, empathize with students, and create a nurturing classroom environment an emotional intelligence test was conducted. Students identified the areas to be improved upon and worked towards developing them. A course in soft skills substantiated these skills.

9.   Leadership and collaboration: Courses in 'Conversational and soft skills' enabled classroom discussions, collaboration with peers, and to contribute to the overall school community. The Student Quality Circle's (SQC) activities helped in developing organizational and team building skills.

10. Research skills: To develop an attitude of research, the transaction of the curriculum is predominantly enquiry and inquiry based followed by discourses. Action research in both the pedagogies at B.Ed and dissertation at M.Ed instilled an aptitude for research. A few of our students presented Research papers at National seminars.

11. Value laden: The institution's teaching learning environment is grounded in ethics. Celebration of national and regional festivals instils patriotic attitude in our students.

12. NSDC: Students were oriented to the different free online courses available on NSDC portal.

13. Event management: Through club activities and compeering of events in the campus , the student teachers developed these skills.

14. Entrepreneurship: Efforts are made to instil skills and mindset among students through projects and orientation sessions.

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

Situated in the Deccan Plateau, Hyderabad the capital is a confluence of Indian cultures. This institution was exclusively established for women more so for women's' professional education. The various aspects of Indian culture in terms of food, clothing, literature, architecture and its dance forms are a part of the awareness, orientation and training given to our student teachers at the UG and PG levels.

Cuisine cultures, dance forms, dresses etc of different states are presented during the cultural studies showcasing. The significance of each state, its signature dish/dishes are highlighted. The Indian spices its medicinal benefits are also emphasized upon. The vastu shastra orientation is also a part of the cultural Studies project which is taught through the scientific principles. The dance forms of India are exposed to the students interested in choreography and Theatre arts. The in charge teacher gives theoretical and practical knowledge of each of the dance forms projecting the rich cultural heritage of India.

Indian Literature and litterateurs is another aspect which takes centre stage during literary competitions signifying their importance in the world of languages. An international Webinar was held to discuss an important aspect of language and literature called translation studies. An overview of this aspect threw light on each Indian language depicting its own strengths, culture and heritage with renowned personalities contributing to its existence.

On line resources are referred to in their respective mother tongues to have a thorough conceptual clarity. Hyderabad Literary Festival is attended by our students helping them to be exposed to various

Indian languages through dramas, short speeches and skits.

Themes and ideas are taken from online resources in completing the entrepreneurial project where in students prepare tie and dye patterns, block Prints, bandhini chikkankari, kalamkari to depict the works of Indian artisans. Workshops on Puppetry making was conducted in college which was also made use of in class room as a teaching technique. Field trips to universities, organizations and institutions specialized in Indian Art and Culltural forms are encouraged.

Interested students are encouraged to take up SWAYAM and MOOC courses as part of the knowledge and curriculum course related to Indian knowledge system. The fundamental basis of Gandhian philosophy, Nai Talim /Basic Education is also offered to the undergraduate students. All the co-scholastic activities such as fancy dress ,Rangoli, flower arrangement, vegetable carving ,Mehandi, collage making, best out of waste, poster making etc are part of the Indian knowledge system where the students take part enthusiastically catering to their holistic Indian personalities .

National and regional festivals are earmarked in the academic calendar and are celebrated with patriotic fervor. Our institution encourages the use of in house Indian musical instruments.

Our U.G and P.G curriculum has ingrained the basic elements of Indian Knowledge system. A few to mention are the contributions of Indian Philosophers, scientists, social reformers, freedom fighters, mathematicians, Physicists etc. Pedagogical transactions are delivered in multilingual mode as and when the need arises.

The essence of the Indian Knowledge system is strengthened through the various activities undertaken by the different subject clubs.

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

The institution adopts OBE principles to significantly enhance the quality of teacher training programs. OBE in teacher education emphasized the alignment of curriculum, transaction methods, and evaluation processes with the course outcomes, calculating attainment levels to identify teaching and learning gaps, and the importance of regularly reviewing curricular strategies.

1. Alignment with Course Outcomes:

Course outcomes that are specific, measurable and attainable learning outcomes for each course was defined. These outcomes reflected the skills, knowledge, and competencies that prospective teachers need, ensuring that the curriculum content, teaching methods, and assessment tools are closely aligned with the formulated course outcomes. This alignment helped maintain a clear educational focus.

2. Curriculum Transaction:

Student-centered Learning: Critical thinking, problem-solving, and collaboration among teacher candidates are implemented.

 Varied Instructional Methods: Employed a variety of instructional methods, including lectures, group discussions, practical exercises, and technology integration to cater to diverse VARK (Visual, Auditory, Read/Write and Kinesthetic) learning styles.

3. Evaluation Processes:

Formative Assessment: Incorporated formative assessments throughout the course to gauge student progress and provide timely feedback for improvement. The assessments were rubrics based. For projects, assignments, seminar presentations, rubrics were developed by the in-charge faculty and the assessment process was transparent.

Summative Assessment: Used summative assessments, such as examinations where higher order questions were focused with questions designed covering all the course outcomes, portfolios, projects, final practical examinations and presentations, to evaluate whether students have achieved the desired course outcomes. Scholastic and co scholastic domains were also graded as part of summative assessment.

4. Calculating Attainment:

Rubrics and Criteria: Developed clear rubrics and assessment criteria aligned with course outcomes. These tools aid in consistent and objective assessment..

Attainment Levels: Semester end feedbacks were revised based on CLOs to calculate the indirect attainment of the learners. Analysis of attainment levels for each course helped to identify areas where students excel and areas that needed improvement. This data-driven approach helps in refining teaching strategies and curriculum revision. Inclusion of practical activities in alignment with course

outcome enabled better results.

5. Identifying Lacunae:

Analyze Attainment Data: Regularly reviewed attainment data to identify trends and patterns. The consistent area of weakness for each course was identified for example the Communicational skills, paucity of digitalknowledge, Research aptitude of B.Ed and M.Ed students, Most course outcomes showed consistent achievements at the threshold value set for the course. Thus there is a proposal to increase the threshold limit from 60 % to 65%.This analysis was also used to address the teaching learning gaps.

Addressing Gaps: Once identified, proactive steps to address the gaps in the teaching and learning process was taken, such as remedial teaching, simplifying concepts, varied pedagogical transactional strategies, connecting with real situations in the classroom and enriching research experiences for the student teachers. It also involved revising course content, modifying instructional methods, and providing additional support to academically weak students.

6. Reviewing Curricular Strategies:

 Continuous Improvement: OBE being an iterative process, curricular strategies are periodically reviewed and updated based on the feedback from attainment data and student performances.

Stakeholder Involvement: Involves faculty, students, and external stakeholders in the review process to gain diverse perspectives and insights.

20.Distance education/online education:

 Distance education and online platforms like SWAYAM, DIKSHA, Coursera, and Alison courses serve as valuable supportive tools to enhance knowledge and skills and face challenges of the 21 st century in teacher education programs.

SWAYAM, an initiative by the Indian government, offers a vast array of online courses across various subjects and levels, including teacher education programme. Pre-service teachers in our institution, specializing in science education have accessed high-quality courses on science concepts and pedagogy titled 'Pedagogy of Science', enabling them to gain a deeper understanding of how to better teach these subjects in the future. Moreover, SWAYAM's

flexibility allows learners to access courses at their own pace, accommodating the diverse needs of teacher candidates. Students in the master's programme took up courses related to Psychology, Educational Leadership and Management, Sociology and Research Methodology.

Integrating DIKSHA into teacher education programs provide pre-service teachers with a repository of educational content, lesson plans, and assessment tools reflecting in the course time table. This platform serves as a valuable resource for teacher candidates to develop effective teaching strategies and enrich their pedagogical knowledge.

Faculty orientation on opting Coursera and Alison courses, provide opportunities for teacher candidates to expand their horizons beyond the confines of their local curriculum. For instance, a student pursuing a teacher education program in a remote area may not have access to specialized courses on inclusive education. However, by enrolling in online courses gained expertise in this area, making them better-equipped educators with broader skill sets.

To ensure successful integration of distance education and online learning into teacher education curricula, the following areas are being addressed:

1. Faculty Training: Teacher educators were trained in using these online platforms effectively. They are familiarized with the course content, assessment methods, and how to facilitate online discussions. The faculty members identify a list of courses and share the links with the students. The students select the course of their choice. The progress is continuously monitored and doubts clarified. The final presentation and discussion included critical analysis and reflections that are assessed and graded.

2. Quality Assurance: The quality of online courses is monitored to ensure they align with the program outcomes and meet the needs of teacher candidates. Regular reviews and updates are conducted.

3. Technical Support: Adequate technical support is available to assist student teachers in navigating online platforms and resolving technical issues. The computer lab is available to pursue the course in their respective allocated time.

4. Assessment and Evaluation: Effective assessment strategies are developed to evaluate the learning outcomes. Rubrics are designed for seminar presentations based on the courses pursued. This also

includes quizzes, assignments, and discussions.

5. Flexibility: Teacher education program is made flexible enough to accommodate diverse learning styles and preferences. Students have benefitted from online learning. Specific time is allotted to facilitate learning and minimize dropouts from the course.

Thus, the integration of distance education and online learning into teacher education curricula has been a progressive step towards preparing educators for the challenges of the digital age. It empowers teacher candidates with diverse learning opportunities, enhances their content knowledge, and equips them with the digital skills necessary.

Extended Profile

1.Student

2.1	**120**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**150**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

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

File Description	Documents
Data Template	[View File](#)

2.4	**72**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**70**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**139**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**87.52**
4.2 Total number of computers on campus for academic purposes	**57**

3.Teacher

5.1 Number of full-time teachers during the year:	**26**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**21**

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

Curricular reforms drive the College's quality assurance endeavors which are in alignment with Outcome Based Education (OBE). The curriculum is evaluated based on current trends, issues, challenges, needs of students, stakeholders that include Principals, teachers of schools, parents and global standards such as community linkage, professional engagement, content knowledge and pedagogy and inclusion of diverse learners etc 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' and students' feedback and the suggestions from statutory body meetings.

The process involves progressively revamping the curriculum. It is initiated by the faculty by identifying redundant topics for deletion and including emerging areas such as Indian knowledge system, Artificial intelligence, Multilingualism, Positive and Critical psychology etc. 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.

In case of unprecedented societal requirements, such as directives from the central and state government, ie: Azadi ka Amruth Mahotsav, Tolimettu, Swachata hi Seva programmes, impromptu curricula deviations were handled at the faculty level after discussion and approval by the Principal and IQAC coordinator. The changes in the academic calendar enabled smooth functioning and were notified to the statutory boards and approval sought retroactively. This allows the transactional process to be fluid, transparent and evolving.

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	[View File]
URL to the page on website where the PLOs and CLOs are listed	https://www.stannscoe.com/beta/cms-uploads/files/obe-m-ed.pdf https://www.stannscoe.com/beta/cms-uploads/files/obe-b-ed.pdf Microsoft Word - obe-m-ed.docx (stannscoe.com) Microsoft Word - obe-b-ed.docx (stannscoe.com)
Prospectus for the academic year	[View File]
Report and photographs with caption and date of student induction programmes	[View File]
Report and photographs with caption and date of teacher orientation programmes	[View File]
Any other relevant information	[View File]

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

19

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.stannscoe.com/beta/cms-uploads/files/B_ED-Structure-of-the-Course.pdf

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

6

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

134

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

134

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

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

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

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

130

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

130

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.

Integrating learning opportunities into the curriculum was to demonstrate knowledge, skills, values and attitudes in various learning areas.

1. Curriculum revision: Required aspects were included into the theory. The enlisted practical activities and projects emphasized skill building, thereby bringing an attitudinal change. With this, students valued the curriculum offered from this institution.

2. Internship: The pre intern phase commenced with peer teaching sessions, where students were oriented. Conceptual command of each methodology was made deliberate, to master Pedagogy. During internship, students acquired mastery over skills ie. Communication, digital, transactional, soft skills and leadership skills. The skills helped our students in getting placed. In the post internship phase, the feedback received from the concerned school authorities was commendable and their attitude was appreciated.

3. Research: Both UG and PG courses are Research oriented laying emphasis on knowledge, skills, values and attitudes. Importance of Action Research and dissertations were meticulously done by the students. With this knowledge, cohesion in research writing, critical and analytical thinking skills were developed. Thereby, students developed an attitude and aptitude for research.

4. Government directives and initiative: Directives, from the central and state governments and the initiatives taken by them, were duly accepted by the institution. They were studied thoroughly and students were oriented towards the requirements and hands on training sessions were rendered by the faculty and the government personnel. Tholimettu, Plan India, Azadi ka Amrit Mahotsav and activities of MGNCRE were taken up.

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

The Institution is strategically located in the heart of the city, thereby extending its wings into varied ramifications of school education. As part of internship, students are placed in schools of different boards. Students are exposed to the diversities of the school curriculum and are oriented on the types of boards such as SSC, ICSE and CBSE.

As part of their course work students critically review and analyze the content in the textbooks of each of the national boards. Students were assisted to update themselves with the usage of AI portals like ChatGPT for quality pedagogical content transaction. Faculty assists students to understand the differences starting from the preface of the texts, division of syllabi, how the course content are similar and varied, how the syllabi is framed using topical, spiral, concentric approaches, the psychological vs. logical approach involved in writing these texts and how each board gives weightage for theory; practical; assessments vs. tests; norms vs. standards and so on. Textbooks of the different boards are available in the library for referencing. Instructional designs and activities pursuant to the mandate of the different boards are

prepared by students prior to internship.

The M. Ed. students intern at special schools, which made them aware of the differentiated pedagogical strategies employed in the institution.

MoUs and Webinars organized in association with International institutions such as Australian Tutoring Association, Sydney enabled our students to have a thorough knowledge 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

The learning experiences provided by the college are multifaceted and multi-variant. Few to mention are the school study project, case study, community Studies project, (ISB) field visits, educational trips, action research, webinars, seminars, conferences, internships in various boards and special schools, portfolio, reflective journal, ICT mediation etc. The professional acumen of our students in our college is developed in having a deep understanding of various skills provided, competencies that the student teachers develop effectively to teach and support school students as well as theoretical subjects such as philosophy, sociology and psychology are transacted in such a manner, that its foundations, principles, maxims are comprehended and their pedagogical implications internalized. Few to mention are classroom management, disciplining students, time management, appropriate use of teaching aids, conducting various competitions etc.

The community studies project , during the Inter-semester break helps the students to be aware of the issues related to the community ,reflect upon it such as Education for all (Each one teach

one) ,environmental sustainability (Haritha haram, Each one plant one),Remediation through Tolimettu project Adult literacy (nuances of banking through MSI initiatives , thereby becoming socially responsible and humane .

During observation phases in all the 4 semesters, student teachers are sent to schools, to observe their master-teachers, to understand how teaching is done in classrooms, using various micro skills and stimulus variation skills for effective classroom transaction. Exposure to Industrial exhibitions, literary festivals, hands on training at Butterfly fields and Educational Multimedia Research Centre made them ready for the professional field.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

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**

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

54

2.1.1.1 - Number of students enrolled during the year

54

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

31

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

31

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

NA

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	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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.

Face-to-face interviews with the principal. PTA meetings are conducted to strengthen the academic bond between the teachers and students. Various tests like the Stress test, Emotional Intelligence test, test on Self-esteem, locus of control test, and like are conducted at the beginning of the session.

Content test is conducted at the beginning of the course to assess students' level of knowledge in respective methodologies. Students with learning gaps were encouraged to take up bridge courses through SWAYAM / DIKSHA platforms.

During Student Induction Programme (SIP) /DEEKSHARAMBH, self-introduction, orientation about the college, Ice- Breaking session, Physical Activities, Literary Activities, syllabus orientation, Visit to Schools, talks by professionals,alumni, plantation:each one plant one, Mentoring, and Orientation to SWAYAM, NEP 2020 implementation. and Certificate courses are the main areas focused upon.

Students with linguistic and technological issues were recommended for certificate courses in Conversational English and Computer education. Students were encouraged to observe the innovative teaching sessions of their seniors to grasp the intricacies of teaching.

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

Academic support is given to students to appear for competitive exams such as TET, CTET, and NET.Students take up MOOCs, such as Coursera, SWAYAM, and 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 | All of the above |

**Adaptive Structures (for the differently abled)
Multilingual interactions and inputs**

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

11

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 portfoliosetc

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 etcallow students to develop communal spirit.

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

17

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

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

139

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	**Five/Six of the above**

teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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

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

Mentoring is provided at three levels: personal level, pedagogical level, and research.

At the personal level, students are grouped under different mentors for effective mentoring. Regular mentor meetings are conducted to guide them in their studies, lend a compassionate ear to their personal issues, and provide pre and post marital counselling to students in need, helping them cope with stress at home/institution. Students are given spiritual/moral orientation to lead a fruitful life and to excel in the activities they do.

Pedagogical mentoring happens in everyday classrooms. Students are mentored through their theoretical and practicum work. Students are given support for writing their lesson plans. They are groomed to be effective teachers through modelling and through peer teaching. Innovative teaching methods are introduced to up skill them in the latest pedagogies. Students are oriented to watch video lessons and prepare video lessons to enhance their confidence levels..

Research – students are mentored to take up research activities.

B.Ed. students are directed towards taking up action research during their internships which will help them in their professional growth. M.Ed. students are given orientation on choosing relevant topics for their dissertation and guided through data collection, analysis of data, and writing of the dissertation. They are also oriented to take up research activities in future for their professional development. Their articles, dissertation works are published in the in house journal Pedagogy and Praxis bearing ISSN 2322-066X

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

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

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

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

B.Ed

Student teachers practice different innovative models and approaches with emphasis on primary, elementary, and secondary levels of teaching processes. Students design and formulate the recent trends in lesson planning such as Entrepreneurial, vocational and E-Content

Modules. Students prepare innovative teaching aids according to the concepts taught such as puppets, low cost improvised apparatus as well as indigenous types. STEM and STREAM based innovative lesson plans and script writing nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. Simulated demonstration sessions of the faculty permeate the foundation for the organization of the teaching-learning process, inculcating values, etc. A blend of flipped learning, blended learning, and experiential learning, students are taught to develop mind mapping skills with a pictorial representation for understanding the concepts.

M.Ed.

During internship, M.Ed. students design different types of lesson plans based on KEMP model, Instructional System Design (ISD), etc., thereby leading to the development of innovativeness and creativity in the teaching-learning process. M.Ed. students assess B.Ed. students during their internship at college and in cooperating schools. They are also sent to other colleges of Education to get hands on experience in planning and rendering instructional designs.. Empathy is instilled during internships in special schools. Students maintain a daily journal recording 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

`All of the above`

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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 assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	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 ofcommunity 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

A sixteen-week school internship programme is organized for our B.Ed teacher trainees in which they are expected to observe classes of senior teachers and teach. In view of the internship the following preparatory works are undertaken:

1. Selection/identification of schools for internship: Schools within the radius of 5 Kms are identified and are approached to accommodate our trainees after which an official letter is sent to the Principal's. The trainees are sent to the allotted schools to meet the master teachers and get the syllabus.

2. Orientation to school principal/teachers: Before sending our students for internship, the faculty of the college present to the school Principal, the objectives of the internship and the expectations of the college.

3. Orientation to students going for internship : The Principal and the methodology lecturers familiarize the trainees with the objectives, expectations of the college and schools and nuances of facing the challenges.

4. Defining role of teachers of the institution: The teachers play the role of mentors to our trainees during the internship and they provide required assistance

5. Streamlining mode/s of assessment of student performance: An evaluation rubric is designed and the master teachers and teacher educators are entrusted the responsibility of assessing the trainees .

6. Exposure to variety of school setups: The trainees are sent to various schools, rural , urban, Government , private, following State/CBSE/ICSE curricula.M.Ed students take up Internship in Special Schools/Institutions as part of their Practicum.

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

52

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	View File
Any other relevant information	View File

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

The college administration has designed a regular monitoring cum interaction with the internees at regular intervals with formative and summative evaluation techniques.

Role of teacher educators :Teacher educators visit the internship schools ,check the lesson plans , observe and evaluate their classes and provide immediate feedback. During their visits they interact with the school Principals and master teachers to obtain feedback on the performance of the trainees.

Role of school principal: The school principal allocates the master teachers, standard and sections to be handled, and the time table to each trainee. The attendance of trainees is regularly monitored . Responsibilities like substituting classes, conducting school assembly, celebration of festivals and events and other co-curricular activities are allotted by the school principals.

Role of school teachers: The master teachers provide academic and moral support to our trainees. After allocating the syllabus to the trainees, they correct lesson plans and make suggestions.While they observe and appreciate the classroom teaching, they also allow the trainees to observe their own classroom teaching; this becomes a good learning experience. They also help the trainees in setting the question papers for formative assessment.

Role of peers: Students join and work together as a team for academic enrichment. They observe the classes of each other and pass

on the feedback to improve the quality of teaching. A wonderful team spirit and mutual support are exhibited and developed in all possible ways.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

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

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

2.5 - Teacher Profile and Quality

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

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	View File
Any other relevant information	View File

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	View File

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

10

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

264

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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 Collegeand 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)

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

2.6 - Evaluation Process

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

The assessment of student teachers is contemplated from a dual perspective, encompassing knowledge assimilation and the acquisition of skills. A paramount emphasis is placed on the cultivation of higher order thinking skills such as critical thinking, problem-solving abilities, and self-reflection.

Project-based learning activities serve as a conduit for enhancing various competencies, including teamwork, the art of compilation, presentation skills, and the aptitude for in-depth analysis and proficient showcasing. During the peer teaching , a triangulation approach is employed as a mechanism for comprehensive assessment.All the practical aspects are rigorously evaluated through specific rubrics.

The efficacy of the evaluation system hinges on its multifaceted approach, leveraging diverse assessment tools and techniques like the incorporation of practical components across all courses, fieldwork , seminar presentations, projects, question banks, assessment rubrics, and multiple-choice questions (MCQs) as well as the integration of ICT-based teaching methodologies. Additionally, the Continuous Internal Assessment (CIA) – conducted periodically during each semester – serves to consolidate the knowledge and skills acquired and notably mitigates the stress associated with the Semester End Examinations (SEE)

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;	Five of the above

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

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

The college has established a robust and transparent mechanism for addressing examination-related grievances, ensuring efficiency and adherence to timeframes. Students are provided with multiple channels to voice their concerns, including direct access to the principal, faculty, and the controller of examination for the expeditious resolution of examination-related issues. Moreover, a suggestion box is strategically positioned to facilitate anonymous requisitions.

In matters of Exam Re-valuation, the institution adheres rigorously to prescribed norms, granting students the opportunity to seek a revaluation of their scripts as per the prescribed procedures.

For the re-scheduling of Examinations or Internal assessments, flexibility is extended when circumstances necessitate such adjustments. The college is committed to accommodating students, ensuring that their academic progress remains unhindered.

Regarding cases of default due to insufficient attendance, the college provides a grievance process. Here, legitimate concerns are not only heard but also diligently addressed. Cases of attendance

shortage are mitigated through measures such as additional library hours and the submission of medical certificates, thereby ensuring fair and considerate resolution.

Furthermore, any grievances pertaining to the examination schedule and time-table are addressed with exceptional diligence, especially during emergency situations, such as pandemics. In such instances, the college undertakes prompt rescheduling of timetables, ensuring that students are informed well in advance of any changes. This approach guarantees that students can better prepare and adapt to any alterations in the examination schedule.

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 meticulously formulates an all-encompassing 'academic calendar,' earmarking the teaching-learning schedule, Practicum, various organized events, dates of internal assessments, semester-end examinations, and the much-needed inter-semester breaks. This academic calendar adheres to the standards set forth by the NCTE (National Council for Teacher Education). Crucial milestones, including orientations, fieldwork, practical sessions, and presentation of projects are reflected in the academic calendar.

The academic calendar leaves no room for ambiguity, clearly designating dates for project orientation, execution, presentation, and submission, thereby ensuring that students are well-informed and prepared for their project-related endeavors.

In upholding the institution's commitment to academic excellence, the faculty enjoys a commendable level of autonomy in the conduct of internal assessments. The faculty exhibited their adaptability by introducing diversified patterns of internal assessment. The Inter Semester Break (ISB) is strategically designed to engage students in fieldwork and research projects.

Internship programs are scheduled across the three levels, spanning from semester I to IV, with the intent of assessing the progress and

refinement of student teachers' pedagogical skills. Minor adjustments to the scheduled dates are flexibly accommodated, taking into account requests from cooperating schools.In the B.Ed. program, internal assessmentsare conducted 45 days after the commencement of classroom instruction.

All co-scholastic aspects are incorporated into the academic calendar, and student participation in these areas is assessed by mentors. Students are given a comprehensive formative assessment grade sheet, in tandem with a memorandum of their marks.

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

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, and other emerging pedagogical approaches. 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.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. which facilitates critical, reflective thinking and communication. The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components.

B.Ed. students take up action research in pedagogical subjects.Research work focuses on global standards, development of

research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation.

Peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcomes. International, National, State, In-house seminars, workshops, webinars are organized/ attended in areas such as NEP 2020, Inclusive Education, STEAM, Assessment, IPR, Design thinking etc. are organized/ attended by faculty and students.

Lifelong learning through courses on SWAYAM and DIKSHA were planned, implemented, and 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

Under Graduate and Post Graduate courses are planned to create mindful thinking and to attain the conceptual understanding while thinking about the thinking process which would develop the skill - Meta cognition. This potential through exercises on emotional strength consciously monitoring them while they progress in explicitly displaying their worthiness in reaching their optimal capacity in both professional and personal attributes.

All higher order thinking activities practiced during internships

are evidences of learning outcomes of professional and personal attributes.They are given exposure to special schools through visits and door-to-door survey for developing a positive community life for children with special needs. With the choice based credit-system embedded into both the courses makes our student teachers attain credits. Tasks involve designing learning at all levels of preparation, in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome.

Project works included in each Semester are scrupulously planned and are a rich source of learning. The peer teaching sessions are in consensus with PLOs and are assessed through reflective journal, portfolio & EPC understanding the self. The professional capacity building EDN 304-Understanding the Self has made students achieve understanding under social circumstances.The activities under co-scholastic sphere and certificate courses are graded which reflects student's professional choice like start up schools and administrators.

The CO-PO-PSO matrix attainments in each of the courses have been computed with a threshold value of (60%)

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

54

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 STAGE:

Initially during the formative phase pre- service teachers sessions are planned and customized for specific needs.Their talents are assessed during ice-breaking sessions and induction programme to stimulate peers in the direction towards joyful blended learning.

II.DURING STAGE:

Content test administered during the second week of induction enables the educators to assess their knowledge about school curriculum.The in-service teachers are positioned as observers to grasp the core practices, before they absorb up the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be tailored at schools are demonstrated,so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in classrooms and challenging class management.

Students strengths and areas of improvement are communicated through SQC's. Data collected are analysed to check the difference in their performances from the entry level till date for which reinforcement techniques are included.

III. POST STAGE

After the internal assessment and semester end achievements, they reach a stage to prove their merit through preparing instructional

design, demonstration of knowledge beyond current trends in pedagogical practices. The student teachers finally decipher the skills into definite student learning gains and this is ensured by the assessment provided and these tasks make them confident, well-resourced to gather and scrutinize evaluation data. With this assessment Student teachers improve their self-belief and are able to build a positive outlook towards their profession.

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

88%

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

1

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	[View File](#)
Any other relevant information	[View File](#)

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

.01

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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	**All 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	View File
Any other relevant information	View File

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

11

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

9

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

3.3 - Outreach Activities

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

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

87

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

120

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

120

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

120

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

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

The outreach programmes to be taken up are enlisted before the students could be admitted to the institution. During the Students' Induction Programme ,one of the best practices of the institution ie : Human Library was earmarked for interaction with human books, to identify social issues existing and sensitize the students towards issues such as Dowry,Women abuse, Domestic violence so as to empower them against atrocities. Entrepreneurship and vocationalization are major areas where students are exposed to the nuances of establishing their own enterprises.

Outreach activities like Swachh Bharat, Haritha haram, Each one

plant one, Each one teach one, Naari Shakti Projects, youth parliament such as Neighbourocracy ,health camps, sensitization programme such as "Transgender and Us, aimed at societal development. Awareness programmes in collaboration with NGO's,Sakhi and Socialized Society Servants inculcated Individual Social Responsibility among students. The Tolimettu programme and Community survey, in association with Montfort Social Institute and the green initiatives in collaboration with Water India Pvt Ltd are platforms through which our students' social, environmental conscientiousness and moral responsibilities were tapped.

Students also took part in the thematic month wise activities of Azadi ka Amrit Mahotsav

(AKAM) as per the Government directives. Programmes were conducted on/off the campus ensuring massive outreach and active public participation. As per the Plan India Programme initiated by Samagra Shiksha District Educational Project during Internship, teacher trainees are allotted to government schools where the students are rendered help in improving their learning levels and digital literacy.

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

77

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

18

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

18

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

18

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

Accomodating B.Ed.& M.Ed.students parallelly, adequate arrangements are provided such as comfortable spacious classrooms with techno-smart boards and LCD facilities. All laboratories are maintained regularly and updated. Every lab is equipped with computers for use. A Virtual Studio is well-furnished, air-conditioned, and soundproof with a console for recording and conferencing. The English language lab was augmented with latest technologies and ambience. It is a multipurpose lab used for both computer assisted learning and language enhancement. An open atrium inside the campus gives the college an aesthetic appearance. The backyard is beautified with value based wall paintings. The college has an extended sports field, which is attached to the model school and is utilized for sports competitions and fitness activities. Stock registers are updated annually. Gymnasium used by both educators and studentsis are updated regularly.Ramp at the building entrance improves accessibility for persons with disabilities and the needy. A few more facilities for the disabled are specially designed washrooms, wheelchair, left handed arm chairs etc. The campus has 24 hours CCTV surveillance. Fire extinguishers were also installed.

A research centre- Anusandhan Kendra has been set up for research purpose. An Open book exchange Center (OBECS) Atheneum is open to the staff, students and the public to enhance their reading. An art room, Kalakriti , displays the creative skills and Gazebo-an open canteen their culinary skills are the latest additions to our infrastructure To Empower our women teacher trainees, NariShakthi provides them with a helping hand, when need arises.

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

13

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/108573/4.1.2_1647699143_7767.jpg https://117.203.101.45:8080/newgenlibctxt/
Any other relevant information	[View File](#)

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

82.4292

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 Integrated Library Management Systemmaintained by New Gen Lib with a meta data content management software solution. Books are bar coded 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, audio 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 current version, New Gen Lib Core Engine Version 3.2 Hilum, supports various library functions, including technical processing, database development, circulation, cataloging, acquisition, serials management, online public access catalog (OPAC), and web OPAC. It was also created for website address to enable remote access. The IP is configured to be a public domain server. Efforts are continuously made to support students through online books and journals. Online access to INFLIBNET is provided to both faculty and students. The access to e-journals, e-Shodh Sindhu, Shodhganga, e-books and Databases provides 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://117.203.101.45:8080newgenlibctxt/
Any other relevant information	[View File](#)

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

One of the greatest strengths of the college is its library resources. It has more than twenty thousand books and thirty journals. Students receive orientation on how to access library resources remotely during library induction programme. Reprographic facilities are made available . The software NewGenLib offers features that facilitate remote access. Actfiber and BSNL are network service providers. The generated IP address is configured into the library software. The link is posted onto the website to enable remote access. The college subscribes to INFLIBNET to have access to online books. Remote access is given through this software. The E-mail address of the college library with the domain name is in place for any queries. The librarian attends to the online requirements of the students. Repositories of books are

available on the drive to enable students access books online. Links are provided for further references for research and extensive reading. Cataloguing the online books for access is available. The list of links are also available in the library for downloads. As NewGenLib is a web-driven application, the college invested in upgrading its existing cabling to BSNL fibernet, obtaining a unique IP address configured to the College's ILMS. This setup enables remote access, allowing the automated library system to be accessed from any user machine with an internet connection. A remote access link is available on the college website: http://117.203.101.45:8080/newgenlibctnt/. The college library also subscribes to UGC's INFLIB Net through NLIST e-Resources, facilitating remote access.

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)

0.60431

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

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

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

428

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	http://localhost:8080/newgenlibctxt/ http://www.verussolutions.biz/web/
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

4.3 - ICT Infrastructure

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

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 sufficient number of computers available in the library for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Computer cum Language Lab: The Computer cum Language Lab has a server and thirty six systems with LAN and internet connection. Language lab has headphones, interactive board. Classrooms have computers with interactive boards, using ETNL (e-Tail Networks Limited) software. During class instruction students google, use chat GPT etc. for conceptual clarity.

Accessibility: The staff and students have an access to internet with a separate user name and password for students. In the college, LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed. and B.Ed., office, library, and computer lab.

Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities.

Software: The institution uses predominantly Windows 7 and 10, MS Office 2007, SPSS, Adobe reader, NewGenLib and Examination Evaluation System Version 2. The college has traversed from normal internet to high speed internet and an additional leased line upgraded from bandwidth speed of 200 Mbps to 750 GB. Traditional classes are transformed into Smart Classrooms.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more 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=p-JfVoM08UQ
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)

64.82927

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

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

The management of physical, academic, and support facilities falls under the purview of the principal and the respective lecturers and committees designated for each department.

AMC and upgradation of infrastructure is given as various technological supports. Examination Evaluation System Version 2 renders services for designing and installing the software for examination cell. The English language laboratory cum computer lab was recently updated, with a console that provides audio lessons to the teacher educator to take a class Academic and support facilities for library are provided through e journals such as Sage

publications, Shodhganga and MOOC courses. B.Ed students are supervised for completing course from DIKSHA, M.Ed. students are facilitated to complete a certificate course from SWAYAM portal. A well maintained mini gymnasium with essential equipments for aerobics and yoga is also maintained. Sports field is a shared ground between the college and the model schools. A spacious ground for outdoor games is maintained on one side of the college campus.

The institution maintains high sanitation standards. Well-kept restroom facilities, waste disposal systems, and sanitation are practiced. A sanitary pad vending machine, incinerator, an A RO plant are installed on the campus to provide hygienic habits to the staff and students. Solar panels have been installed on rooftops to harness renewable solar energy, significantly reducing our dependency on non-renewable sources.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.stannscoe.com/bom/uploads/noticefiles/infrastructure.pdf
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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
38	72

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).

9

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

18

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	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 Institution's Student Quality Circle (SQC) aligns with the principles outlined in the National Policy on Education (NPE) 2020 and the National Curriculum Framework for School Education NCFSE 2023. Under the guidance of the Principal and faculty, SQC members are elected through a democratic process, ensuring equal representation of both B.Ed. and M.Ed. students. This approach lays emphasis on providing equal opportunities in the functioning of the college. They represent as liaison between the management and students..

The SQC members actively engage with student teachers, encouraging them to share their perspectives and concerns, in accordance with the Vision and mission of our Institution. They not only relay student grievances to the authorities but also partake in decision-making processes. This collaborative spirit extends to the approval process for establishing new clubs or committees, which is undertaken jointly by the SQC and the college administration. The SQC's lead initiatives in organizing a wide array of co-curricular and extra-curricular activities, such as dance, music, debates, art etc. that caters to the holistic education.

The SQC's proactive approach helped in organizing events, nurturing responsible and leadership-oriented student teachers. They helped in fostering a spirit of cooperation among themselves, thereby instilling values and life skills. The SQC embodies a dynamic role in enhancing the educational experience through their inclusive representation and collaboration that exemplify the contemporary educational goals of the Institution.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

57

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

Academic Contributions from the Alumni:

Many of our present alumni possess experience and expertise, which are shared with the students through induction programme as resource persons for seminar, webinars and also as contributors to various institutional activities. Alumni contributed immensely in the creation of Art Gallery & Nari Shakti, giving training to the students with their expertise & passion. A Retd. Faculty of the college has provided her valuable guidance to startup the academic & research project on Entrepreneurial Pedagogy. An alumnus of 2014-15 batch was invited to share her expertise in the fineries of handicrafts, which could be taken up as a start up project or used as teaching aid during internship.

Financial Contributions from the Alumni:

The alumni display remarkable generosity in their fund raising efforts. Financial contributions made by alumni empower us to provide aid to the needy students and upgrade our infrastructure Financial contributions from the alumni have been instrumental in various constructive projects at the college. These contributions were utilized to create infra structural facilities such as the Gazebo, in the year 2022.

Thus, the Alumni Association plays a pivotal role in elevating St.

Ann's College o Education by nurturing a strong and supportive alumni network that actively contributes to the institution's growth and development.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	[View File](#)

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The Alumni Association functions as a crucial support system in any educational institution in fostering and motivating exceptional talents. The Association was registered and renamed as STAWAA (Student Teachers' Annite Welfare Alumni Association) which functions for the welfare of the Alumni in true spirits.

The distinguished alumni are nominated invited to inspire and guide current student teachers. .The IQAC and Board of Studies have meritorious Alumni representations to contribute to the Institution's governance. Alumni are encouraged to share their insights through articles published in the in-house journal, Pedagogy and Praxis. The Alumni offer their time and expertise during institutional inspections and as examiners during practical examinations..

The Alumni Association facilitates connections with industry and professional organizations..They are currently employed in different schools, who volunteer their time& expertise to judge various co-scholastic activities. Exceptional alumni, fulfilling the necessary qualifications, are provided opportunities to teach at our College & school. This vibrant interaction between alumni and the college encapsulates the spirit of the institutional goals, which emphasizes the critical role of Alumni Associations in nurturing and motivating special talents, ultimately enriching the educational landscape of St. Ann's College of Education

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 has the vision to develop critical thinking, effective decision making and to exercise responsible leadership with a mission to strive to provide intellectually competent, socially sensitive, morally upright and spiritually oriented teachers. Accordingly institution focuses on assigning responsibilities among faculty and office members. It maintains decentralization policy by transferring power with responsibilities as members for financial, administrative, quality management, curricular processes, and teaching-learning strategies. A participative management is followed 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 committees would meet at stipulated intervals to discuss the agenda of importance and modalities are planned. It is segregated at each level to accomplish the task. The operational levels from the government inputs are also communicated. At later stages, e-governance, online webinars, classes, examinations and library access were challenges faced for which committees were constituted. This autonomy transferred to the committees are appraised, reports scanned and the feedback input to scrutinize 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 activities and competitions are prepared by cooperative approach towards the strategic planning regarding online classes, assessment, presentations, PTA meet, linkages with co-operating schools for internship and observation, community visits for rendering social services etc. The college assigns liberty to the faculty to plan and execute 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 responsibility of conducting webinars/conferences is shared by 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.

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

Extension services and MoU's with NGO's, special schools and other organizations work collaboratively towards the improvement of teacher competencies, teacher capacity development, entrepreneurial resources, technological advancements, and well maintained.

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

This institution has taken various measures to maintain environmental sustainability, such as

- **Assessment to assess current environmental impact and identified the areas where an improvement was needed, to which a policy was framed in accordance with the institution's mission and values.**
- **Labelled dry and wet recycling bins were placed at strategic points and educated staff and students on the importance of redusing, reusing and recycling.**
- **Energy audits were conducted internally to enhance energy-saving practices. At every switchboard labels are pasted, "SWITCH OFF WHEN NOT IN USE".**
- **Water-saving technologies are practiced such as using water-saving fixtures, and rainwater harvesting pits are dug. Staff and students have been instructed to follow the slogans on water conservation pasted in the campus.**
- **Creation and maintenance of green spaces on the campus is a joy to the heart, with different flowers and medicinal plants occupies the centre of an open atrium. Behind the campus, native and indigenous trees and plants are planted that promote biodiversity.**
- **Regularly monitoring and auditing the institution's environmental performance by reviews and updates on sustainability policies and practices that are based on feedback.**
- **In collaboration with Waters India Pvt. Ltd, Institution started an initiative in the form of 'Tree Plantation Drive' on 18th June 2022 in its campus to plant saplings.**
- **The institution has integrated environmental education into the curriculum in order to foster awareness about sustainability issues, climate change, and the importance of responsible environmental stewardship.**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stannscoe.com/beta/cms-uploads%20/files/progressive-strategic-plan-flowchart.%20pdf
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 body 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 at service rules based both on government and service conditions of minority institution and its 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 sanctions or State supported aided recruitment procedures, all appointments are under unaided services. The principal and administrative staff oversees the admission process adhering to the Ed. CET, and University guidelines.

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

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.

Various committees constituted infuse the letter and spirit of quality assurance in teacher education. These bodies are called into action through various meetings. In 2022-23 our efforts concentrated on establishing MoUs with various institutions and organizations such as NIHH, Butterfly Edufields, Australian Tutor Association(ATA) Ghulam Ahmed College of Education: Tutoroot, Montfort Social Institute (MSI) Socialised Society Servant (SSS) Rajgiri Media Center to undertake collaborative activities.

A few of the activities mentioned under MoUs are

- **Sharing human resources (faculty) in scholarly pursuits**
- **student development programmes focusing on entrepreneurial area**
- **value education for psycho social well being**
- **collaborations for seminars /webinars/ workshops at National and international level capacity building programs**
- **joint qualitative and experiential Research projects and publications**
- **sharing of best practices like e-resources e-books , repository services**
- **collaborations in the area of education and teacher training in emerging pedagogical practices**
- **social action community extension activities**
- **formulation of certificate courses and**
- **establishing joint Research centres**

These shared collaborations were approved by the Internal Quality Assurance Cell 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 either resting, 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

4

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

7

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

23

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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 onThe 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 new software ACME.erp is currently used for accounting

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 justified further.

The financial committee members designate the budget for the year. This includes the maintenance of infrastructure, AMC for ICT up-gradation, 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 meet the requirements and earmarks items that can be purchased within the annual budget limitations. The final list is presented during the Governing body 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: -fiscal from fee, grants, contributions, interest earned and returns on investments, payments to staff, contractors, students and other services provided.

On 7th November 2022, external academic audit was held. Experts from various fields had audited the performance of staff and administration. Auditing of all books and registers was held.

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)

0.51500

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	[View File](#)

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 the salaries of the aided staff. There is a prescribed fee towards 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 use in the following areas.

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

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. As honorarium, UGC norms for payment of members during Statutory Body Meetings, for guest lectures and resource persons is followed. Management allocates a sum towards celebrations. Funds are demarcated for the publication of in- house journal and magazine 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	View File

6.5 - Internal Quality Assurance System

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

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 first hand 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 complemented the teacher preparation. Rubrics for all the activities were improved for quality based on the formulated course outcomes. 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 outcomes to validate the process of internal assessments. This process was applied to all the value added courses to assess the attainment of course outcomes. 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

76

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.stannscoe.com/beta/cms-uploads/files/IQAC-minutes-10-08-2022-new-file.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.stannscoe.com/beta/cms-uploads/files/AQAR-2021-2022-file(1).pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Incremental improvements achieved within the institutionin 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 strategies. 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 models of teaching as STEAM,team,reciprocal and differentiated learning. The students effectively integrated,vocational lesson planning, entrepreneurial instructional designs and technology to the teaching learning process. Online examinations using MCQs reflecting on videos, projects work, open book exams were a part of the assessment process.Students registered for Credit Bank System and also in SWAYAM courses**

2. Administration: Governing Body members, administrative officers, conduct regular meetings to 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. Firewall was installed for cyber security. Biometric attendance for the staff and students is in place.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has implemented a comprehensive energy policy to streamline conservation efforts and reduce its reliance on conventional power sources. This policy focuses on various strategies to promote sustainability and reduce energy consumption. Solar panels have been installed on rooftops to harness renewable solar energy, significantly reducing our dependency on non-renewable sources. CFL bulbs have replaced traditional incandescent ones, leading to reduced energy consumption for lighting.

To further conserve energy, a strict "switch off when not in use" policy has been enforced, ensuring that lights, appliances, and electronic devices are turned off when not actively needed. Science club members took the initiative to paste posters on every switch board as a reminder. The institution also emphasizes minimizing energy-intensive processes during peak hours and employs energy-efficient technologies and equipment throughout its facilities. Regular maintenance of all equipment's enable minimalistic leakage and wastage of energy. This multi-pronged approach aligns with our

commitment to sustainability, significantly lowering our carbon footprint, and advancing our energy conservation goals.

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.

The Eco-club committee, in collaboration with faculty and management, plays a pivotal role in managing waste generated from various sources within the bustling Secunderabad area. The college's waste management efforts are guided by the Solid Waste Management (SWM) rules and regulations set forth by the Union Minister of Environment, Forests, and Climate Change in 2016.

To address waste management comprehensivelyby replacement and recycling through routine maintenance procedures. Additionally, the institution has introduced rainwater harvesting facilities and devised methods for channelizing non-hazardous waste, both solid and liquid, emanating from Physical Science and Biological Science laboratories.

SACOE's Waste Management policy underscores its commitment in mitigating environmental impacts by transforming waste into reusable resources. The college clubs are dedicated to achieving a zero-waste campus by adhering to the eco-friendly mantra of "Reduce, Recycle, and Reuse". One of them being used CD's to document, classify the different plants in the campus. Water from the reverse osmosis plant is directed to the plants. The plastic bottles have been converted to hanging gardens.

The waste management is initiated through activities such as waste segregation, vermi-composting and e-waste management. Innovative strategies are implemented to minimize paper and plastic waste, transition to a plastic-free campus, and facilitate responsible disposal of electronic gadgets, CDs, and others. Environmental courses also play a vital role in raising awareness and fostering a collective consciousness among the college community regarding environmental stewardship.

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	Three 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

The institution is firmly committed to maintaining a clean, healthy, and environmentally sustainable campus. This commitment is reflected

in various initiatives:

1. Green Canopy: The institution prioritizes the development and preservation of a green canopy on its campus. This involves planting and nurturing trees and plants, collaborating with organizations like Mahindra Tech and Water India Pvt Ltd for extensive tree planting, and integrating environmental awareness into the curriculum and practical activities.

2. Regular Cleaning: Rigorouscleaning efforts are undertaken both indoors and outdoors to ensure a dust freecampus. Hygiene policies enforce a plastic-free zone, and sanitation tasks are carried out in collaboration with GHMC manpower. Pest control is conducted using safe, chemical-free methods.

3. Sanitation Maintenance: The institution maintains high sanitation standards, including well-kept restroom facilities, waste disposal systems, and sanitation best practices. Pollution-free water supplies are prioritized, and recycling efforts are promoted through the creation of reusable products. A sanitary vending incinerator was installed.

4. Healthy Environment: The institution aims to create a healthy environment, providing clean air, safe drinking water, and facilities that support physical and mental well-being.

In summary, the institution's commitment to cleanliness, sanitation, greenery, and a pollution-free environment is evident through its proactive measures, green initiatives, and educational efforts. These initiatives not only ensure a pleasant and healthy campus but also demonstrate a dedication to environmental sustainability for a better future. Additionally, the institution's environmental policy extends to energy, waste, and water management, emphasizing the importance of safeguarding the environment and fostering awareness among stakeholders.

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- | All of the above |

**free campus Move towards paperless office
Green landscaping with trees and plants**

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)

0.37357

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

Our institution strategically leverages the rich local environment and abundant resources to enhance the educational experience. Being located in the heart of the city, we benefit close proximity to esteemed universities, a planetarium, a museum, Zoological park, Botanical garden and historical landmarks. We actively engage with these resources by facilitating field trips, collaborative research, and student projects and academic input. Our students gain practical exposure to various disciplines through partnerships with nearby universities and access to their libraries and expertise.

The planetarium, museum, zoological park, botanical garden serve as extensions of our classrooms, providing interactive learning opportunities. We integrate local history and culture into our curriculum, fostering a deeper connection between students and their surroundings.

Furthermore, we collaborate with the community to address local challenges. Our institution initiates projects"Thollimethu" with MSI (MontfortSocial Institute) that tackle societal issues, promoting community involvement in nearby slums and empowering our students to be socially responsible educators. Our location is not just a geographical advantage but a source of inspiration and enrichment for our educational mission.

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

Best Practice 1: Human Library

The Human Library initiative, established in 2022, seeks to promote diversity, challenge stereotypes, and foster empathy among student teachers in India. Human books, individuals with diverse backgrounds, share their experiences with readers to spark meaningful conversations. Structured sessions, facilitated by teacher educators, ensure respectful dialogue. Integration into the curriculum enhances cultural competency and inclusivity in education. Successes include increased empathy, challenged stereotypes, personal growth, and reduced discrimination. Challenges such as lack of diversity and sensitivity issues required careful management. Ongoing evaluation and community involvement are essential for measuring impact and sustaining positive outcomes. Collaboration with NGOs and government agencies have further enrich the program, ensuring a broader representation of voices and experiences. Despite challenges, the Human Library has proven effective in fostering empathy, understanding, and social change among participants.

Best Practice 2:Psychological Well- Being of Student Teachers

The practice of prioritizing the psychological well-being of student teachers throughout their B.Ed and M.Ed courses aims to promote resilience, reduce stress, and cultivate a positive mindset. This includes implementing programs like webinars, seminars, workshops, and mentoring sessions. Psychological assessments and counseling sessions are integrated into the curriculum, along with value-added courses in Guidance and Counselling and soft skills. The institution's supportive environment fosters personal growth and professional development. Challenges include addressing confidentiality concerns and bridging the gap between urban and rural students. To enhance the program, suggestions include facilitating full-time counseling support .The institution endeavors to continually improve its approach to supporting student teachers' psychological well-being.

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

Our institution has shown exceptional performance in women empowerment through skill enhancement and employability, aligning with our vision. This distinctive initiative isa hallmark of our institution's identity:Through targeted programs, we have empoweredstudents to enhance their skills

Our approach include:

1. Skill Enhancement Workshops: We offer a wide range of skill enhancement workshops specifically designed for women, including communication skills, leadership development, and digital literacy skills for personal and professional growth.

2. Career Guidance and Placement Support: Our institution provides career counseling and placement support . We have achieved an impressive placement record,ensuring that women students secure meaningful employment opportunities.

3. Entrepreneurship Incubation: We encourage women to become entrepreneurs by providing incubation facilities and mentorship for business startups such as STEM centers. Our alumnihave successfully launched their businesses like LEAP Academy, contributing to economic empowerment.

4. Gender Sensitization Programs: We conduct gender sensitizationand awareness campaigns. A session was conducted on "Menstrual hygiene". A session by transgender was an eye opener and brought about an attitude of inclusivity. Counselling session on "Balancing work and family life"promoteda culture of gender equality.

5. Scholarships and Financial Aid: We offer financial aid to meritoriousstudents who are BPL, ensuring that financial constraints do not hinder their education.

Our commitment to women empowerment has not only transformed the lives of our students but has also contributed to societal progress. It aligns seamlessly with our institution's vision on creating self-reliant women who can make a significant impact in their chosen fields and beyond.

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](#)