YEARLY STATUS REPORT - 2023-2024

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	https://www.stannscoe.com/
• Web-link of the AQAR: (Previous Academic Year)	https://www.stannscoe.com/iqac
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/

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
Nil	**Nil**	**Nil**	**Nil**	**nil**

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

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

1. Extension of Autonomous status by UGC for a span of 10 years

2. Organised 18th Convocation for batches 2016 to 2021

3. Revision of B.Ed Syllabus in alignment with Integrated Teacher Education Programme as given by NCTE and M.Ed syllabus in alignment with Osmania University revisions.

4. National level Virtual Faculty development programme: Leveraging AI for research process in Social sciences.

5. Organising Academic Administrative Audit. 6.Implementing Government Initiative such as Plan India Project (e-digital) and Fit India programme. 7. Extended NAAC consultancy services to collaborating institutions and extension programme to rural regions of Karnataka and Andhra Pradesh

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
1.Introduction of Certificate Courses in Finishing school and Socio -emotional learning .	1. A well-structured curriculum that addresses key skills required in the professional and socio-emotional domains. This will enhance students' employability and emotional intelligence, preparing them for real-world challenges.
2.APAAR Registration • Begin registration process for students under the Automated Permanent Academic Account Registry (APAAR). • Generate unique IDs with embedded QR codes for	2 .All students registered with unique IDs, promoting a streamlined tracking system for student achievements. This will establish a professional identity for students and facilitate data-driven decision-making on student progression.
3.Develop a mechanism to monitor learning outcomes through periodic assessments • Strengthen three-dimensional measurement system (academic, skill, and experiential).	3.Improved monitoring and tracking of learning outcomes across academic, skill, and experiential domains, leading to higher retention and successful completion rates.
4. Enhancement of Student Projects and Outreach Activities • Initiate partnerships with reputable journals for publishing high-quality student projects. • Introduce a quality review panel to evaluate projects before publication.	4. Increased recognition of student projects in reputable journals, enhancing the institution's academic reputation and providing students with valuable research publication experience.
5. Identify and choose suitable outreach beneficiaries to maximize impact. • Set up an alumni outreach committee to request contributions, focusing on alumni with a strong history of institutional support.	5. More effective and impactful outreach programs by targeting beneficiaries who will benefit most from the institution's support, fostering a positive community relationship.
6.Research Grants and Funding • Apply for research center grants from ICSSR and other sources. • Develop a list of research	6.Applied research funding from ICSSR and CSR opportunities, increasing the number and quality of research projects and

grants specifically aimed at women scholars. • Explore Corporate Social Responsibility (CSR) funding opportunities with organizations like TATA Services and the Premji Foundation	supporting underfunded but impactful research areas.
7.Collaborations for Sustainability Projects • Engage with the Ramky Foundation to secure funding for projects related to environmental sustainability. • Develop proposals and outline consultancy services to generate self-funding options.	7. Increased financial support for student projects and outreach activities through contributions, allowing more comprehensive project scopes and higher-quality resources. The process of compiling Institutional Developmental Plan for project proposal is in the process.
8.Identification of Best Practices • Learner-Centric Training : Implement a profiling system to adapt training based on individual learner requirements, incorporating outcome tracking and personalized mentoring. • Alumni Involvement : Strengthen alumni mentoring programs to support student growth and align with Sustainable Development Goals (SDGs). • Faculty Networking: Create a platform for B.Ed faculty networking and professional empowerment. • NEP 2020-Aligned Teacher Training: Develop and brand a teacher training program rooted in NEP 2020 principles. • Innovative Platforms : Encourage faculty to explore opportunities for TED Talks and register for TEDx events to share insights and innovations.	8. Enhanced learner satisfaction and improved training outcomes by tailoring the learning experience to individual needs, leading to increased student engagement and success. Strengthened alumni network involvement, providing current students with guidance, industry connections, and support. Creation of a B.Ed. faculty consortium, enhancing professional development opportunities and promoting a culture of knowledge sharing through Seminars, conferences & Workshops. Syllabus revised in alignment with ITEP as given by NCTE Institutional alignment with NEP 2020, equipping faculty with modern educational strategies and boosting the institution's appeal as a futuristic -thinking education provider. Increased visibility by participating in TED Talks and TEDx events, inspiring others in the educational

	community.
9. Workshop on Indian Knowledge System and Intellectual Property Rights.	9 .Increased awareness and understanding of the Indian Knowledge System among students, potentially leading to patented work that fosters intellectual property awareness
10. International Webinars: Organize the	10.Development of a structured mentoring approach and alignment with global professional standards, preparing students for international career opportunities.
11.Classroom Management Workshop • Conduct a hands-on workshop addressing	11.Enhanced classroom management skills among student teachers, contributing to a positive learning environment and better student outcomes
12.Boot Camps : • Set up Boot Camps in innovative teaching for alumni and in-service teachers, targeting pedagogy adaptation to diverse school environments.	12.Increased teaching efficacy among alumni and in-service teachers, particularly in challenging school environments, through exposure to innovative teaching practices. The programme has been structured for implementation
13.Hybrid Mode for M.Ed Program Quality Assurance: assess the quality concerns related to hybrid learning raised by members. Comprehensive evaluation. • Modalities to ensure the program maintains high standards, focusing on practical-based curriculum and continuous. • Feedback Mechanism: Implement a structured feedback system from students and faculty to ensure the effectiveness of hybrid learning methods developed.	13. Maintenance of high-quality standards in the M.Ed program, ensuring that students receive a balanced, practice-focused education even in a hybrid format ready for implementation in future.

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	17/01/2025

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	07/02/2024

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. As part of Experiential Learning workshop on Environmental education and Sustainable development our students worked collaboratively and designed instructional plans in varied areas across disciplines. 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 2023-2025 batch of the B.Ed and M.Ed programmes were oriented and 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 &Potters' Wheel, 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 .Students are encouraged to join for Courses offered by British Council as part of their Practicum. 6. Implementing Continuous Assessment and Quality Assurance: 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: Awareness for students, educators, and administrators about the benefits and workings of the ABC system was conducted. 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:

The New normal for future work will neither be based on educational degrees nor of a single skill set. Instead, it will require skills that are versatile and competent. Thereby the curriculum was revamped in alignment with NEP focussing on the following skills:

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

2.   Inter/ intra personal : The skillsets were developed through LSRW skills in Communicative English project, innovative activities in Conversational English course through language lab and showcasing through projects in cultural studies, school study ,community studies and EPC paper "Understanding the self". 3. 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, prepared videos as a part of curriculum and Computer Education Certificate course. 4.   Sensitivity to diverse learners: "Basic skills in Guidance and Counselling" helped students to embrace inclusivity during Internship in special schools. 5.   Emotional intelligence: To improve the emotional intelligence, 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. 6.   Leadership and collaboration: Add on 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. 7.   Value Laden: The institution's teaching learning environment is grounded in ethics. Celebration of national and regional festivals instils patriotic values in our students. 8.   Entrepreneurship: Efforts are made to instil skills and creative mindset among students through projects and orientation sessions. 9.   Critical thinking/ problem-solving: Case studies and project based learning, content analysis, journal study, meta-analysis of research reviews

etc. assists in enhancing critical thinking which were developed through curriculum transaction. 10. Research skills: 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 thereby developing research acumen. 11. NSDC: Students were oriented to the different free online courses available on National Skill Development Corporation (NSDC) portal. 12. Event management: Compeering of events: club activities seminars, webinars and conferences, the student teachers developed these skills. 13. Continuous professional development (CPD): SWAYAM and DIKSHA portals cultivated the habit of self study. 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 reading for CPD. 14. Assessment/ evaluation: Orientation and training were offered on emerging assessment strategies: designing, implementing different types of formative and summative assessments that helped to measure students' progress and to provide feedback for teachers as well as students.

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

Our institution situated in the Hyderabad metropolitan city, a confluence of Indian cultures exclusively established for women's' professional education. The various aspects of Indian diverse culture in terms of art, architecture, food, clothing, literature, performing art are a part of the awareness, orientation and training given to our student teachers at the UG and PG levels as per the recommendations of NEP-2020 Cultural studies project in the B.Ed curriculum aims to develop awareness and appreciation about the rich Indian cultural heritage, and helps to identify the need and importance of integrating Indian Knowledge System in the teaching learning process. Cultural Studies project covers following areas identified by NCFSE-2023 Literature Performing arts. Visual arts Architecture Handicrafts Health and Hygiene Traditions and customs During cultural studies project, the in charge faculty oriented about the aims of the project and diverse Indian culture. As part of the cultural Studies project, the students selected and showcased tribal art, rangoli, Indian architecture, cuisines of Rajasthan and Telangana, tribal dance of Assam, Indian wedding attires used in various religions , Indian spices and its medicinal benefits and vastu shastra. The students who are interested in choreography and Theatre arts are exposed to the 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 center stage during literary competitions signifying their importance in the world of languages. Like every academic year, this year also students wrote articles, poems, stories, cartoons in local and national languages for 'Annite' the college magazine. In the Art and Drama project students wrote dialogues for drama in local and national languages and performed drama in musical, dance and tableau forms. Field trips to universities, organizations and institutions specialized in Indian Art and Culltural forms are encouraged. B.Ed and M.Ed students along with faculty visited Jawaharlal Nehru Architecture and Fine Arts University to observe and study various Indian Art forms. Pedagogical transactions are delivered in multilingual mode and on line resources are referred to in their respective mother tongues, to have conceptual clarity. During innovative teaching practice, students prepared nutritious food using millet, dry fruits and herbs. In the entrepreneurial project, students prepared tie and dye patterns, block Prints, bandhini chikkankari, kalamkari depicting the works of Indian artisans. Students were 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 offered by the different subject clubs such as fancy dress ,Rangoli, flower arrangement, vegetable carving ,Mehandi, collage making, best out of waste, poster making etc. focus on the Indian knowledge system National and regional festivals such as Batukamma, are earmarked in the academic calendar and are celebrated with patriotic fervor. Proposal for two days national seminar on Indian Knowledge System- Nurturing Minds, Nourishing Souls: Integrating Indian Knowledge Systems in Pedagogical Disciplines is designed and got approval in various statutory bodies. The curriculum for B.Ed and M.Ed was revised in alignment with ITEP. Two credit paper on Indian Ethos and Knowledge system, contributions of Indian Philosophers, scientists, social reformers, freedom fighters, mathematicians, Physicists etc were integrated in B.Ed. Curriculum.

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

Implementation of Outcome-Based Education (OBE) in this institution was initiated in 2021 as part of institutional shift towards fostering a more learner-centric approach to education. The system evolved in the succeeding year. Phase 1: Initially the OBE implementation involved defining and mapping Course Learning Outcomes (CLOs) for the batch of 2022-24. The focus was on structuring the curriculum to align with intended learning outcomes

that reflect knowledge, skills, and attitudes students were expected to achieve by the end of the program. ·   The CLOs were defined based on the specific requirements of each course and were closely aligned with the broader Programme Learning Outcomes (PLOs). ·   The CLOs were mapped, the next focus was on curriculum transaction to facilitate the achievement of these outcomes. Faculty members adopted teaching methods such as project based, performance based, collaboration based approaches that encourage active learning, problem-solving, and critical thinking. ·   The achievement of the outcomes was continuously monitored through rubrics based assessment, and attainment levels were calculated at the end of the semester and programme. The compiled data helped assess the extent of students' learning outcomes and indicated areas where further refinement of teaching strategies was necessary. Phase 2: In 2024, the syllabus was revised to reflect new educational needs and emerging trends in teacher education and in alignment with the proposed ITEP syllabus as prescribed by NCTE. A comprehensive review of the existing PLOs and the descriptors associated with them was done. ·   The core committee, responsible for overviewing the OBE framework, reviewed the PLOs and made minor revisions to updated curriculum for better alignment of the program with contemporary educational standards. ·   The updated PLOs and their descriptors were shared with the curriculum committee and faculty members. Faculty revisited the CLOs to ensure that they reflected the changes in the syllabus and continued to support the achievement of the revised PLOs. ·   Faculty members formulated the CLOs with an emphasis on the higher levels of the Revised Bloom's Taxonomy. The goal was to move beyond basic recall of facts and toward deeper levels of understanding, application, and synthesis of knowledge. Phase 3: With the updated syllabus and learning outcomes in place, the next stage was to align the curriculum transactions and assessments with the mapped outcomes. ·   The CLOs were systematically mapped to the PLOs, ensuring that the learning activities and assessments were structured to achieve program objectives. This alignment was essential for maintaining coherence between individual course-level outcomes and the goals of the program. ·   In the next phase, the institution ensured that the assessments were mapped to the CLOs. This allowed faculty to track the attainment of each learning outcome by evaluating student performance on specific tasks and assignments. The assessments were designed to measure students' knowledge and their ability to apply, analyze, and create. ·   After the assessments are completed, the attainment levels of students will be computed after every semester. The curriculum transaction and assessment strategies will be reviewed. The process of implementing OBE is dynamic and requires continuous reflection

and improvement. The institution maintains ongoing feedback, gathering input from faculty, students, and other stakeholders to make informed decisions about curriculum adjustments ensuring continuous improvement.

20.Distance education/online education:

"Breaking Down Barriers, Expanding Opportunities: The Power of Distance and Online Education" Distance and online program empowers teacher educators for the digital age. Combining innovative pedagogy and technology, digital platforms like SWAYAM, DIKSHA, Coursera, and Alison etc. provide flexible, self-paced study options, accessing to expert instructors, peer networks, and personalized learning experiences. Such program fosters collaborative communities and equips teacher trainees with cutting-edge digital tools and resources by bridging the geographical divides. These programs redefine teaching and learning for the 21st century professional teachers through a more accessible, inclusive, and effective approach to teacher education. Our B.Ed. & M.Ed. students attempted many online courses on the above mentioned platforms related to the subjects; Pedagogy of English (EDN205a , 23 students did different courses from British council in the month of April-May,2024,Teaching English: inclusive classroom, gender in language education , managing learners and resources & motivating activities for primary etc.), Knowledge & curriculum (EDN202, 25 students uploaded certificate), Academic Writing, Educational Psychology (NPTEL Online Certification On Introduction To Psychology (, 8 Weeks, Jan To March 2024 , 3 Students) and Research in Education (Swayam, OER, March-June, 2024,6 students). Flexibility in SWAYAM courses accommodates diverse learning needs, allowing learners to access courses at their own pace. Similarly in Coursera, our students have enrolled to "Inclusive Education", acquiring expertise in catering to diverse learning needs. This enables them to create inclusive learning environments, promoting equal opportunities for all students. Alison also offers certifications such as "Educational Leadership," done by our students, that equipped them with essential management skills. These courses empower our future educators to effectively lead and manage classrooms, schools, and educational institutions. Beyond coursework, online platforms facilitate global connections. Students interact with educator's worldwide, fostering collaboration, networking opportunities, and cultural exchange. This broadens their perspectives, enhances their understanding of global educational trends, and prepares them to address complex educational challenges. Such online program ensures effectiveness through four key strategies. First, Quality Assurance guarantees alignment with program outcomes and teacher candidate needs through rigorous

monitoring and regular updates. Additionally, Technical Support provides dedicated assistance and allocated computer labs for seamless platform navigation. Comprehensive Assessment and Evaluation utilizes customized rubrics, quizzes, assignments, and discussions to evaluate learning outcomes thoroughly. Finally, Flexibility accommodates diverse learning styles, preferences, and schedules, minimizing dropout rates. By implementing these strategies, distance program deliver high-quality online learning experiences, fosters technical proficiency, evaluates student learning effectively, and supports inclusive, flexible learning environments. This forward-thinking approach revolutionizes teacher education, equipping educators to thrive in an increasingly digital landscape. Thus, online platforms are transforming teacher education, offering unprecedented access to knowledge, skills, and global connections. By leveraging these digital resources, educators can deliver exceptional instruction, drive meaningful change, bridges geographical and resource divides, and shape the future of education ensuring equitable access to quality education. This innovative approach empowers teacher education programs to cultivate well-rounded, 21st-century educators who foster inclusive learning environments. Ultimately, teacher candidates emerge as competent professionals, possessing specialized knowledge, refined pedagogical skills, and the passion to make a positive impact in their communities.

Extended Profile

1.Student

2.1   **124**

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   **75**

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4   **47**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **46**

File Description	Documents
Data Template	View File

2.6   **81**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **53.40**

Total expenditure, excluding salary, during the year (INR in
Lakhs):

4.2   **51**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **26**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	**124**
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	**75**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**47**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**46**

File Description	Documents
Data Template	View File

2.6	**81**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**53.40**
4.2 Total number of computers on campus for academic purposes	**51**

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

Education being majorly dynamic, as per the needs of the society, it is imperative to have inclusions into the curriculum or deletions that have become obsolete. In this context, NEP 2020 was a platform that brought changes in the structure of the system, as a whole and Teacher Education Programme in particular. The following are the stages in revision and implementation of the curriculum

Needs assessment: The learners' needs were identified as per the industry's requirements such as Do It Yourself (DIY) Kits prescribed by Butterfly Fields Private Limited, Content development by Potter's Wheel Organization and Tutoroot for online lesson transaction. The expectations of the society were catered to, integrating technology, entrepreneurial and soft skills into the curriculum. Two value added courses i.e. finishing school and socio- emotional well-being and new areas such as citizenship education and understanding Indian ethos and knowledge systems, were included

Curriculum planning: The College was proactive in framing the new syllabus based on the ITEP. During the planning phase, the principal and three staff members visited Regional Institute of Education Mysore,to study the curriculum and assessment thereby setting goals, objectives and outcomes.

Curriculum Review: Post framing, the curriculum was reviewed by subject experts and evaluated based on the feedback from the statutory body members. Revision was updated focusing on Quality maintenance, incorporating new knowledge,skills and transactional strategies, keeping the vision and mission of the institution in mind.

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

A. All of the above

Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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

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

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

1.2 - Academic Flexibility

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

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

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	www.stannscoe.com

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

5

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

103

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

103

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

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

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

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

77

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

77

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

1.3 - Curriculum Enrichment

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

Institution provides opportunities for students to acquire knowledge, skills, values and attitude and prepares well informed student teachers for life. The soft skills certificate course offered in the second semester opens avenue to integrate these skills into life situations.

A bird's eye view of the skills that are offered are cognitive, affective and psychomotor skills. Social and personal skills are given importance through community oriented practical work and civic engagement. Vocationalization of teaching is the new normal that is integrated as part of lesson planning. Skills of report writing are emphasized through reflective journal writing such as creative writing, and academic writing. In and out of campus exercises such as conducting assembly, community services and internships are a witness to the entry-exit behaviour of students' attitudes and values caught. Technological skills were developed and reinforced through ICT project. Students were encouraged to take up SWAYAM and MOOC Courses. Both UG and PG courses are Research oriented. Action Research and dissertations enabled students to develop critical, analytical thinking skills and a scientific temperament.

The internship in Special schools and community engagement activities helped students to extrapolate theoretical aspects and apply acquired competencies and skills such as emotional intelligence, negotiation and communication skills, collaboration with others etc.

It was through co scholastic activities offered that saw the enhancement of communication skills both oral-aural, ortho-graphic and body language. With values imbibed subconsciously, students complete their duly prescribed semester wise internship in schools with professional attitude and skills successfully.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Development of school system: The curriculum includes a school study project that prescribes visits of student teachers to schools to conceptualize the functioning of the school system. During the internship phase, infrastructure of the school, preparation of timetable, Health and well-being initiatives and student care activities are recorded.

Functioning of various boards of school education: The student teachers go for teaching practice in different schools affiliated with State Board(SSC), ICSE and Central Board of School Education (CBSE) to get a clear picture of the curricular and assessment variations in these programmes.

Norms and Standards: Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Students are familiarized with changes in teaching methods/strategies, rubrics, blueprint, question banks, scholastic achievement test etc. By teaching in different Boards of School Education, students decipher differences in curriculum, transactional methodology, norms and standards and assessment systems.

An International and Comparative Perspective: Visits to inclusive schools and case study project helps practicing teachers gain a comparative perspective. These visits help students gain a national and international perspective by witnessing trends in education, such as e-learning, ICT-based teaching and assessment. A paper on Comparative Educational Philosophy is included in the curriculum. The students enroll into British Council courses, Coursera, ESOL etc to gain an international exposure. Webinars with institutes of international repute like Australian Tutor Association ,University of Calabar, enable to gain an international and comparative perspective on the trends in education.

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

Through a well chalked out curriculum and wide range of curricular experiences, student teachers develop a professional attitude, knowledge and acumen. Theory, practice of teaching, school experience, internship, training, co-curricular activities and community services are interwoven and connected. One leads to the other in a cyclic process, to make an enriching learning experience for the student teachers. Various national /international webinars and seminars ,innovative lesson plans based on entrepreneurial pedagogy and Vocational education, preparation of portfolio and visit to Annual Students' Learning and Interaction (ASLI) an art exhibition organized by JNTU are a few of the wide range of curricular experiences provided during Teacher Education Programme.

The EPC paper "Understanding of Self" helps the would -be teachers to realize their growth and development as an individual and as a teacher. Teaching as a profession is understood through subjects like "Contemporary Indian Education", "Philosophical and Sociological Perspectives in Education" in the teacher education curricula. Courses on inclusive education prepare prospective teachers to become sensitized to the needs of special children in the actual classroom. Add on programmes like Guidance and counseling help the student teachers to become sensitive to the problems being faced by the students in their class, at personal, social and vocational levels. Hands-on experience to develop teaching skills is achieved through intensive practice teaching in different phases like peer teaching, macro teaching, simulated and actual teaching in classrooms. It leads to acquiring teaching skills among the students.

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

133

2.1.1.1 - Number of students enrolled during the year

124

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

51

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

51

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

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

0

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

0

File Description	Documents
Data as per Data Template	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.

The students are inducted into the teacher education program "DEEKSHARAMBH.Prior to that, face-to-face interview with the principal is held to familiarise the students with the college, the academic environment, the objectives and learning outcomes of the study.

During 'DEEKSHARAMBH' a self-introduction session is arranged to get to know the students and their talents. Various tests are conducted to know the entry level behaviour of students. SWOT analysis, personality tests, aptitude tests are some of the tests taken by students.

Each pedagogy lecturer conducts content test to check their content knowledge at the entry level. The lecturer then counsels the students on the importance of content knowledge in their respective methodologies. The students are introduced to the textbooks used by various Boards to acquaint with the topics of secondary school level. Students are advised to join SWAYM/DIKSHA courses to bridge any learning gaps.

Aptitude tests and personality tests are also conducted to identify their interests, expertise, personality traits and thereafter counselling is provided. PTA meetings are conducted to strengthen the bond between the parents, teachers and students.

Academic support is given to students to appear for competitive exams such as TET, CTET, and NET.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	[View File](#)

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

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

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

14:1

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.

B Ed. – Faculty design student-centred need-based curriculum for the students to enhance their teaching and learning. Academic autonomy provides freedom for faculty to delve into varied teaching and learning strategies.

Experiential learning – to enhance the learning experience, students are provided with experiential learning. Discussions, collaborative learning, peer assisted learning, seminar presentations, projects and preparing portfolios are part of classroom transaction. Internships and field visits help students

to internalize the theoretical aspects. Participatory learning including green challenges, plantation drive, each one teach one etc. encourages students to imbibe the values they learn to put into actual practice.

Problem-solving methodology – students are given hands-on-experience to take up an action research to solve the real classroom problems they face in schools either individually or collectively. Observation skills, critical thinking, logical and analytical reasoning are inculcated among students through these strategies.

M Ed –students are given opportunities to take up dissertation by choosing relevant topics. They are oriented on the importance of research and professional development to advance in their careers. Students are encouraged to write research articles and publish the same. Students are guided in the selection of the topic, framing appropriate research objectives, data collection, and statistical analysis of data and presenting the report in the form of a dissertation. These articles and dissertation are published in the in-house journal 'Pedagogy and Praxis' bearing ISSN – 2322-066X.

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

124

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

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 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

Regular mentor meetings are conducted to discuss the problems faced by students in academic and non-academic areas..Impromptu mentor meetings are also held before internships, projects, etc. to guide them in the nuances of the programs. Several programs viz., morning assemblies, sports activities, canteen, and other co-curricular activities are also conducted mentor-wise in the institution.

Mentoring is done at various levels viz., academic level, at the peer level, and at the personal level. Mentors are encouraged to dedicate time for counselling students with personal problems, academic problems and those with peer issues. Mentors also offer guidance to students in areas of selection of reading materials, introducing platforms for continuous learning through various MOOCs and SWAYAM courses and thus helping students in their professional development. M Ed students are offered mentoring for their dissertation. The mentors guide them right through the selection of the problem, preparing the research proposal, collection of data and analysis and writing of the report.

Four different approaches are used in mentoring in the institution: (a) Pastoral counselling by the principal where she guides students in their spiritual and moral aspects of life (b) Mentoring by mentors where regular mentoring is provided to students all through the four semesters for academic and other areas. (c) Peer to peer mentoring is provided where we encourage peers to mentor their classmates in their varied issues. (d) Sisterly mentoring where senior students are encouraged to mentor their juniors in their academic as well as career related issues.

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 middle and secondary levels of students. Teachers model ICT-mediated instruction to familiarise them with the 21st century schools..Students are offered platforms to design and formulate varied lesson planning such as entrepreneurial, vocational and e-content modules. Students prepare innovative teaching learning materialssuch as puppets, low cost improvised apparatus for teaching. STEM, STEAM & STREAM based lessons plans and script writing nurtures, creativity, innovativeness, empathy, and life skills, intellectual and thinking skills. Students are also introduced into flipped learning, blended learningand experiential learning, skills including mind mappingskills with pictorial representation for understanding the concepts.

M Ed students are provided opportunities for internship in Helen Keller Institute for the deaf and dumb, to take part in special programs organised by National Institute for the Empowerment of Persons with Disabilities (NIEPID) which helps them to be acquainted with inclusion, writing lesson plans for inclusive classrooms, developing empathy and values. M Ed students are encouraged to visit B Ed classes during their internships in the campus and while they are in the cooperating schools and assess them. They are also sent to other colleges of education to get hands-on-experience in lesson design, planning and teaching. They contribute to the community through various community engagement programs 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	Ten/All of the above

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	**All of the above**

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	**All of the above**

activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	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	All of the above

in preparatory arrangements
Executing/conducting the event

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

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

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

Student teachers were sent for observations and internship programme in all the four semesters catering to middle and secondary levels.

Selection/Identification of Schools for Internship: 15 Schools were chosen from the list of 31 cooperating schools that included government, private, rural, and urban schools of different boards (CBSE, SSC, ICSE) based on criteria such as proximity, the school's ideology, the students' abilities, and methodology.

Orientation to School Principals/Teachers: Principals are briefed to make provisions for student teachers to observe and learn from master teachers and teach focusing on diverse techniques and strategies.

Orientation to Students prior Internship defining role of Teachers: Prior internship, students are trained in various teaching strategies, instructional designs, and assessment tools. They are oriented on various aspects such as conducting PTA, assembly, remedial programme, action research , mentoring, time table preparation, student counselling, organizing co-curricular activities, cultural meets and festivals maintaining documents, administrative responsibilities and preparing report cards. During the internship, they practice these strategies and evaluate student performance through tests, which are recorded in their SAT (scholastic achievement test) records. Faculty play a crucial role in mentoring student teachers, observing their progress and providing feedback. M.Ed.students also observe and assist in special schools, gaining hands-on experience with CWSN (Children With Special Needs).

Streamlining Modes of Assessment of Student Performance: Assessment is done using rubrics and observation sheets with a focus on Diagnostic tools, Classroom assessment strategies, and Scholastic achievement tests, aligned with the needs of the co operating schools.

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

39

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.

During the Preparatory Phase, the principal plays a crucial role in setting the scenario for effective transaction. Through the induction program, a pathway is established to instill essential teacher behavioral components. Daily assemblies serve as a platform to reinforce teachers' roles and responsibilities.

Teacher Educators are instrumental in guiding student teachers through content refinement, designing lesson plans, development of student support materials and assessment tools. They model demonstration lessons, providing a framework for effective teaching practices. Teacher Educators closely monitor interns' progress, offer feedback, and facilitate access to technological resources. Teacher educators review feedback from school teachers to identify gaps and adopt new strategies.

School/Master Teachers further enhance this process by assigning lessons and guiding student teachers on effective classroom practices, including homework assignments and test administration. They also offer psychological support, ensuring a balanced experience.

Peers play a supportive role, offering emotional and physical assistance while collaboratively conceptualizing lesson plans and sustaining one another throughout the internship.

In M.Ed. internship programs, teacher educators integrate hands-on experience with theoretical knowledge, selecting regular B.Ed. Colleges and special schools where interns can apply their learning.

In the Reflective and Improvement Phase, Student teachers engage in self-assessment and peer evaluation, reflecting on their growth and refining their practices, with their progress documented in reflective journals and portfolio projects.

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

26

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

550.9

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

1. Staff Meetings:

- Teachers engage in reflecting on emerging areas, such as new research, pedagogical advancements, and teaching strategies, during staff meetings, ensuring that their methods are relevant and impactful. In- house discussions were also carried out while framing the ITEP program.

2. Information Sharing:

- Teachers who attend workshops share their learning through discussions. E.g. Faculty oriented on Intricacies of Research publications. and also implementation of OBE.

3. Seminars and Webinars:

- Faculty organized seminars, webinars, and capacity-building sessions on areas of interest, leading to professional growth.

4. IQAC Initiatives:

- The IQAC challenges faculty to explore emerging domains like AI, psycho-social, Entrepreneurial learning, promoting continuous learning.

5. Consultancy and Advisory Roles:

- Faculty members were engaged in consultancy to AMS CTE, Little Flower Degree College, St.Ann's High School, Nelamangala , St.Ann's High School Hutti, and Basava kaliyan, OBE orientation at St.Mary's Degree college and Pedagogical innovation at St Ann's Degree College ,Mallapur.

6. Research Projects:

Faculty submitted ICSSR-funded research proposals. Teachers collaborate on research projects, contributing to improvement through evidence-based practices.

7. e-content development:

Faculty expands their expertise through e-content development in

collaboration with EMRC.

8. MOOC,Orientation and Refresher Courses:

Faculty are encouraged to attend MOOC, Orientation and Refresher Courses for career advancement.

9. Mentorship Programs:

Newly appointed teachers are mentored by senior teachers regarding Class room management, Instructional practices etc.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) in this institution is comprehensive, aiming to assess both knowledge assimilation and skill acquisition. The evaluation focuses on critical thinking, problem-solving, and self-reflection. Project-based learning activities are integral, promoting teamwork, compilation, presentation, analysis, and showcasing skills. Peer-teaching is evaluated through a triangulation approach, ensuring a thorough assessment.

The evaluation system employs diverse assessment tools such as mentor assessment proforma, practical components in all courses, fieldwork, paper presentations, projects, preparation of subject/project materials, and ICT-based teaching. Continuous Internal Assessment conducted reinforces knowledge and alleviates stress for the Semester End Examination.

To enhance competencies, student teachers engage in experiential processes like preparing question banks, assessment rubrics, and MCQs. SAT records measure individuals' capabilities to analyze and standardize achievement tests, diagnostic tests, and identify areas of difficulty.

CIE ensures continuous monitoring of Students 'progress, allowing educators to provide timely support and interventions. For example, if a student struggles with a particular teaching strategy, they receive feedback and additional resources to improve upon.

Students maintain Reflective journals where they reflect on their experiences during teaching practice sessions, such as strategies worked or challenges they faced when teaching a new topic. The Portfolio assessment also gives room for continuous self-assessment and improvement

Our innovative evaluation process balances theory and practicals, emphasizing higher-order thinking and problem-solving in question paper design. The shift to digital evaluation via Google Workspace tools, such as quizzes, Google Forms, Mentimeter, and Google Whiteboard, ensures a seamless and efficient assessment experience, aligning with outcome-based education principles.

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

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

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

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

The institution operates an effective mechanism for grievance redressal related to examinations, ensuring that students' concerns are addressed promptly. Students voice their concerns, 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.

1. Submission of Grievances:

- B.Ed. students submit their examination-related grievances to the examination cell, typically within a specified timeframe after results are declared.

2. Grievance Review Committee:

- A dedicated Grievance Redressal Committee, reviews the submitted grievances. The committee ensures transparency and impartiality throughout the process.

3. Investigation and Resolution:

- The committee investigates each grievance by reviewing relevant examination papers, answer scripts. They may consult the concerned faculty or examination officers to ensure a thorough review for recounting. Regarding cases of default due to insufficient

attendance, the college provides a grievance process. Legitimate concerns are heard and 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

4. Communication of Outcome:

- After a thorough investigation, the committee communicates its decision, typically within a fixed period, such as 15 days. If the grievance is valid, corrective measures, such as recounting is promptly implemented. For example, if an error in totaling marks was discovered, the corrected grade was immediately communicated to the student.

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 prepares an academic calendar aligned with NCFTE norms', Commencing each academic year, the calendar is communicated to all stakeholders, including students and faculty. The calendar outlines the schedule for internal assessments ensuring they are evenly distributed throughout the semester to avoid academic overload. The academic calendar outlines the teaching schedule, events, internal exams, semester-end exams, and inter-semester breaks. Faculty members are granted autonomy in conducting diversified patterns of internal assessment such as tests, assignments, seminar presentations, open book exam etc.

Internship programs were strategically scheduled across semesters I through IV, ensuring continuous assessment of student-teachers' progress and teaching skills. Minor adjustments to the schedule were made based on requests from cooperating schools. For the B.Ed. program, internal assessments were conducted after 45 days of classroom instruction.

Co-scholastic areas are reflected into the academic calendar, where students' participation is evaluated by their mentors. At the end of the program, students received a formative assessment grade sheet along with their marks memorandum. Additionally, it incorporates co-curricular activities, sports meet, and extracurricular events, with all dates clearly indicated, ensuring a well-structured and comprehensive academic experience.

The academic calendar leaves no room for ambiguity, clearly designating dates for project orientation, execution, presentation/showcasing and submission, thereby ensuring that students are well-informed and prepared for their project-related endeavors.It also incorporated co-curricular activities, sports meet, and extracurricular activities, with all dates clearly mentioned to ensure comprehensive planning and active participation.

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.

. Development and Communication of Learning Outcomes:

-PLOs and CLOs are collaboratively developed by faculty, subject experts, and stakeholders, ensuring they are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).

- Outcomes are outlined in course syllabi, college website, and feedback platforms. Faculty regularly discusses these outcomes with students to ensure alignment of expectations.

2. Curriculum Mapping and Integration:

The curriculum was reviewed to ensure alignment with educational goals and industry needs, integrating practical activities such as

assignments, seminars, and lesson research.

3. Technology Integration:

Learning Management Systems (e.g., Google classroom) are used to facilitate online discussions, and assignment submissions..

MOOC Courses on SWAYAM and DIKSHA, British council, etc are incorporated into the curriculum to enhance skills in online teaching and lifelong learning.

4. Assessment and Evaluation:

Assessment tools were designed to measure the achievement of CLOs and PLOs, which included formative (quizzes, peer assessments) and summative (final exam question papers set according to CLOs, projects) evaluations.

5. Continuous Professional Development for Faculty:

Faculty were encouraged to attend conferences, collaborate and engage in research to align the CLOs and PLOs for its achievement.

6. Regular Review and Adaptation:

Feedback mechanism involved students, faculty, alumni, and industry partners to gather diverse perspectives on the effectiveness of the teaching-learning process.

7. Quality Assurance: Internal and external audits and annual review meetings were conducted to assess alignment with PLOs and CLOs, ensuring high educational standards.

8. Student Support and Engagement:

Faculty guide students through mentorship programs,that helped them achieve course learning outcomes.

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

B Ed and M Ed courses are designed to impart 21st century skills to students that include creativity, critical thinking, logical reasoning and thinking, and meta cognition skills. Skills in metacognition provides emotional strength to students as they progress through their course which fosters them in reaching their optimal capacity in both professional and personal areas. Students practice higher order thinking skills during their internships which are evidences of learning outcomes acquired. In order to equip them with the needed skills for engaging in an inclusive classroom and to deal with children with disabilities, students are sent to special schools for internship and for other community engagement programs. Students also conduct door-to-door surveys to acquaint themselves with the spectrum of society. With the choice-based credit system embedded into both the courses help 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 practical in the program outcome.

Project works included in each semester are meticulously planned and are a diverse source of learning. The peer teaching sessions are in consensus with PLOs and are assessed through reflective

journal, portfolio & EPC understanding of the self. The professional capacity building EDN 304 - 'Understanding the Self' offer platforms for students in understanding social circumstances. The activities under co-scholastic sphere and certificate courses are graded which reflects students' professional choices like starting up schools as entrepreneurs and work as administrators.

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

33

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.

Initially during the formative phase of pre- service teachers, the students' profile with details of their aptitude, interests and hobbies is recorded. Students' talents are assessed during ice- breaking sessions during the induction programme. Students' strengths and areas of improvement are communicated to the SQC's. Data collected are analyzed to check the difference in their performances from the entry level till date for which

reinforcement techniques are included.

In B.Ed. and M.Ed. programs, assessment tasks are designed to reflect the specific learning needs identified during the course. The student who continues to perform poorly, consistently failing to integrate effective teaching methods, are identified for remedial assistance. .

Teacher education program demands many tasks which could be identified for assessment, few to mention are listed below.

1 .Content tests

Content tests were administered to identify the conceptual lacunae. To bridge these lacunae the faculty enforced lesson research and compilation of MCQs relevant to the content for in depth understanding /conceptual clarity.

2. Communication Skills

To enhance their Communication skills, Students are required to participate in group discussions, presentations, or face mock interviews.

3. Presentation Skills

Presentation skills are assessed through Seminars, project presentations, which are evaluated based on set criteria such as clarity, structure, and engagement.

4. Teaching Skills

Peer teaching sessions are common methods of assessing teaching skills. Students are evaluated on their ability to plan and deliver lessons effectively.

5. Evaluation Skills

Students evaluating peer performance or designing assessment rubrics augments critical thinking

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

0

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)

0

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	**Three of the above**

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	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

9

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

8

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

62

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

124

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

124

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

124

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.

Students participated in Community Engagement Programme as part of curriculum for 64 hrs working collaboratively or partnering with NGOs focussing on education, interventions and mental health. Through 'Each One Teach One Programme', students provided basic literacy and remedial services to the needy.The Sensitization programme was conducted on areas such as Environmental education and sustainability, Open schooling modalities, Vocational education, Finances and banking, setting up small-scale industries, psychological assessment and mental health awareness. Interaction with the community members exposed students to their lifestyle, socio- economic conditions, instilling Individual Social Responsibility. Informative videos were shared through institutional social media website.

On International AIDS Day community members were sensitized through 'Each one sensitize two programme' in alignment with UN's theme 'Let Communities lead'.

Environmental conscientiousness was instilled through UGC initiated 'Swachatha he seva' campaign at college, schools and neighbourhood, 'Save Earth ,Care Earth Plantation drive', Best out of waste project and workshop on 'Teach to Reach: Inspiring for an Environmentally Sustainable World' in collaboration with National Environment Education Academic Network.

National Community Engagement Academic Network's initiative 'Today's Youth for Yesteryear's Youth' was done at home, community and old age homes to foster interaction between today's and yesteryears' youth. Such immersive engagements widened the horizons of students, nurturing dedication to social service, sowing seeds of empathy and compassion

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

5

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

33

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

33

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

19

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

Accommodating B.Ed.&M.Ed.students parallelly, adequate facilities including spacious classrooms with smart boards, LCD and laboratories equipped with computers are provided.Computer cum Language Laboratoryis equipped with 41 high-configuration systems with WINDOWS10Pro,LAN,Wi-Fiaccess,interactive board,LCDprojector, and ELT software.Educational TechnologyLaboratory features OHPs, LCD projectors and audio-visual equipments.Psychology Laboratory

has 97 psychological tests, charts,19 apparatus, including resources for research.Biological&Social Sciences Physical Sciences/Mathematics labs, provide hands-on experience with LCD projector in each lab.A well-furnished, air-conditioned, and soundproofVirtual Studio has a console for recording and conferencing.An open atrium gives the college an aesthetic appearance. College has an extended sports field, attached to the model school and is utilized for sports and fitness activities.Gymnasium is used by both educators and students. A few facilities for the disabled students are ramp at the entrance, specially designed washrooms, wheelchair,left handed arm chairs etc.campus has 24 hours CCTV surveillance,fire extinguishers and solar panels and water harvesting pits as sustainable measures.A research centre, Anusandhan Kendra',Open Book Exchange Center 'Atheneum',open to the staff, students and the public, Kalakriti', an art room, 'Gazebo',an open canteen and 'Nari Shakthi' to empower our women teacher trainees are a few facilities to mention.Our library accommodates 160 readers and features a dedicated section for M.Ed., equipped with computers, printer, scanner, and photocopier.

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	http://www.stannscoe.com/
Any other relevant information	View File

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

16.15813

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 automation at the institution is supported by Library Management System (LMS) maintained 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 and provides information about all textual material such as books, periodicals, articles, audio files, web pages, CD-ROMs, PowerPoint presentations, video clips etc. The application is on the local area network and users have access to these via the searchable Online Public Access Catalogue . The current version, New Gen Lib Core Engine Version 3.2 Hilum, supports various library functions, including technical processing, database development,circulation,cataloging,acquisition and series management. Two dedicated systems are available for users to access the Online Public Access Catalogue conveniently. This system integrates seamlessly with our library's digital resources, providing comprehensive functionality for browsing and retrieving information.

Efforts are continuously made to support students through online books and journals.The institution holds membership with National Library and Information Services Infrastructure for Scholarly Content N-LIST and Library Network (INFLIBNET) to access a range of resources, including e-journals, e-ShodhSindhu, Shodhganga, e-PG pathshala e-books, databases and other materials. Individual user name and password for students as well faculty members are created to access the resources remotely and the link http://117.203.101.45:8080/newgenlibctnt/ is shared on the college

website

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

The library provides teachers and students remote access to electronic resources through NEW GENLIB. All processes related to borrowing and returning books are automated with bar coded books managed by the NEW GEN LIB software. As the software is a web-driven application, the college has upgraded 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. Remote access link is available on the college website: http://117.203.101.45:8080/newgenlibctnt/.

This integrated system encompasses cataloging, bar code-enabled transactions, and OPAC functionality, facilitating easy access to resources for all members.The software provides comprehensive features such as user information management including circulation status, fine status, contact details, and reading history. It efficiently manages all aspects of library operations, enhancing information management and accessibility for the institution's academic fraternity.

The institution holds membership with National Library and Information Services Infrastructure for Scholarly Content N-LIST and Library Network (INFLIBNET) to access a range of resources, including e-journals, e-ShodhSindhu, Shodhganga, e-PG pathshala e-books, databases and other materials.Individual user name and password for Students and faculty members are created to access the resources remotely. 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.

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

335

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	https://nlist.inflibnet.ac.in/collegeadmin/vuserslist.php
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 essential ICT facilities, including Wi-Fi access through BSNL, Act Fibernet from 2008.The staff and students have access to internet, each having separate user name and password. LAN and Broadband internet are connected to the Principals office, staffrooms, office, library, and computer lab. 13 LCD projectors, laptops and a range of audio-

visual equipment including tape recorders, televisions, CDs, DVD players, microphones, speakers, amplifiers, mixers, cameras, and video cameras enhance the quality of teaching and learning experiences. LCD with Smart boards is in place from 2014.Advanced systems running WINDOWS 10 Pro and printer-cum-photocopier support administrative tasks. Biometric systems with magnetic card integration and CCTV cameras enhance security.

The Computer cum Language Lab is equipped with 41 high-configuration systems with WINDOWS 10 Pro featuring LAN connectivity and Wi-Fi access, interactive boards with LCD projector, headphonesand ETNL (e-Tail Networks Limitedsoftware. The virtual studio with LCD smart board and console with recording facility is in place from 2018.

The library offers computers with internet for students to access e-resources and also has multifunctional printing, scanning and photo copying facilities.The institution has augmented its IT infrastructure with virtual studio, classrooms with smart boards, cameras, microphones, and headphones to facilitate online classes. The institution uses Windows 7 and 10, MS Office 2007, SPSS, Adobe reader, NewGenLib and Examination Evaluation System Version 2. The college has traversed from normal to high speed internet and an additional leased line upgraded from bandwidth speed of 200 Mbps to 750 GB.

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=r7VQRk6zoZ0
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/@stannscoe/videos
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)

53.40339

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 institution ensures maintenance and utilization of its physical,academic,and support facilities under the supervision of the Principal and dedicated committees.The physical infrastructure,including classrooms,laboratories and sports areas is wellmaintained,with necessary amenities like fans and lights.Daily cleaning procedures with deep cleaning scheduled forSaturdays are in place.Regular maintenance by hired professionals,such as plumbers and electricians,ensures operational efficiency.The campus garden is meticulously cared for,featuring a variety of indoor and outdoor plants,pollution control plants, fruit trees,and medicinal plants.Waste management practices such as waste segregation with bins for dry and wet waste disposalmethods such as burning,composting,e-waste recycling protocols are in place.The water management is overseen ensuring regular distribution,maintenance of harvesting system,monitoring drinking water quality and waste water usage.Water,waste management,Energy Environmental,policies followed in the institution foster sustainable practices thus maintaining an eco-friendly green campus.Laboratories are meticulously managed,with staff overseeing inventory,and annual maintenance contracts ensuring proper functioning of the equipments.The library,housing a comprehensive collection of books and periodicals, operates under structured membership rules and is regularly treated with pest control measures to maintain its resources.The institution ensures secure use of its IT infrastructure,safeguarding confidentiality,integrity,and availability of information assets.IT services are provided and remotely monitored by M.GTechnology.Through structured procedures and adherence to policies,the institution fosters a well-maintained environment with the optimum utilization of physical,academic support facilities.

File Description	Documents
Appropriate link(s) on the institutional website	www.stannscoe.com
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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
28	47

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).

11

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)

16

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The Student Quality Circle (SQC) was formed for the year 2023-25 through a democratic process on January 27, 2024, electing dedicated representatives for the College, methodologies and subject clubs. As a vital link between students and administration, SQC members are entrusted with the goal of bridging the gap, facilitating collaborative discourses, streamlining institutional functioning to enhance students' welfare. Through regular, formal and informal meetings (July 8 & November 3, 2023, and January 10, 2024) with the principal, SQC members ensure that student perspectives were voiced and grievances addressed promptly. SQC plays a pivotal role in providing constructive feedback and diligent follow-ups on student activities to foster a responsive and supportive institutional environment.

SQC has been instrumental in organizing a wide array of academic and extracurricular activities, totaling nearly 70 Comprehensive Continuous Activities (CCAs). These diverse events encompass club events, cultural festivals, sports competitions, and significant milestones such as the 18th Convocation and 57th College Day. SQC has successfully coordinated Thanksgiving day, promoting a sense of gratitude and cooperative spirit among students and faculty members. Through these initiatives, SQC has encouraged student engagement and participation and also provided a platform to showcase students' unique talents. By fostering a sense of belongingness and togetherness, SQC has played a vital role in enriching the overall college experience, creating a vibrant and inclusive campus environment that supports student growth and development.

Overall, SQC with its inclusive and student-centric approach made a lasting impact on the institution through its comprehensive range of activities.

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

48

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

The Student Teachers Annite Welfare Alumni Association (STAWAA) plays a crucial role in the College's advancement, offering expert guidance and strategic insights that drive growth. As an integral part of the Governing Body, Academic Council, and Statutory Body, it influences academic programming, ensuring a responsive and forward-thinking approach to education.

The Alumni Association plays a pivotal role in fostering graduates' professional growth & development, serving as resource persons, jury members, and guest lecturers (informative talks and presentations in seminars and workshops). They provide mentorship, career guidance, and job placement opportunities, and their feedback refines our curriculum to meet industry and student needs. STAWAA conducts regular meetings at the college, involving alumni members in discussions on topics such as effective teaching methodologies, active teacher participation in innovative practices. This collaborative approach strengthens our commitment to nurturing well-rounded, industry-ready professionals.

Two distinguished alumni delivered insightful presentations during B.Ed. and M.Ed. induction programs on November 24 and December 19, 2023, on "Essential Requisites for being a Digitally Skilled Teacher, Master, and Researcher at Higher Education Institutions") which provided valuable guidance to blooming educators, equipping them with knowledge and skills to thrive in the digital age. By sharing their expertise, our alumni helped in shaping future teachers, researchers, and leaders, leaving a lasting impact on our academic horizons.

Placement Drive for B.Ed. 2022-24 batch was held from Feb 29 to Apr 20, 2024, with 14 esteemed educational institutions participating. Our alumni played a key role in facilitating students' smooth transition into the professional world.

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

3

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

Alumni are a vibrant and dynamic resource, generously offering their expertise and experience to support the academic and professional growth of our students. As accomplished professionals in their respective fields, they serve as: resource persons; sharing expertise through guest lectures and workshops, jury members; providing constructive feedback & guidance for competitions, mentors; offering one-on-one support and guidance and ambassadors; leveraging networks and conducting workshops to create opportunities and foster partnerships.

The Alumni meet convened on September 30, 2023, and April 29, 2024, to discuss strategic initiatives. During these meetings, members unanimously agreed to enrich the Athenaeum (book lending and borrowing system), fostering a culture of knowledge sharing and academic excellence. Additionally, the general body meetings held on October 3, 2023, and January 19, 2024, highlighted the imperative need to augment registered student membership in Student Teachers Annite Welfare Alumni Association (STAWAA), ensuring a robust and diverse alumni community.

By sharing their successes, challenges, and lessons learnt, our alumni mentors empower young talents to shape their ambitions and aspirations. A recent example of this mentorship in action is the contribution of our alumnus (M.Ed., 2019-21 batches), who served as examiners for the B.Ed. Practical examination on April 23, 2024. Their involvement not only demonstrated their commitment but also provided our students with a unique opportunity to learn from experienced professionals in the field.

Thus, STAWAA empowers students and drives the institutional growth by nurturing talent and fostering success through its supportive

network and resource

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

•

• **The institution's vision is to provide intellectually competent, socially sensitive, morally upright and spiritually oriented teachers. Accordingly institution focuses on assigning responsibilities among teaching and non-teaching staff.**

• **The staff and student representatives are assigned duties based on their areas of expertise and interest. The Principal and Vice-Principal with the support of academic staff oversee smooth implementation of the academic and co-curricular activities. The constituent committees follow a 4 tier system including Principal, In-Charge Staff, Elected student representatives and student in charges.**

• **The constitution of all the statutory bodies were revised based on the norms given by UGC. These committees meet at required intervals to discuss the important agenda and modalities are planned to accomplish tasks. New committees such as internship and compliance were constituted for effective functioning. This autonomy transferred to the committees are appraised, reports scanned and the input received were used for further changes.**

• **Effective leadership activities in 2023-2024.**

Ø **Organizing 18th convocation for the batches 2016-2021**

Ø **Extension of Autonomy for 10 years (2024-2034)**

Ø Designing the B.Ed Curiculum in alignment with ITEP syllabus and National Curricular Framework

Ø Organizing FDP, Seminars, Webinars and Workshops

Ø Internal Academic and Administrative audit

Ø Preparing academic programmes on par with societal requirements such as introducing certificate courses in "Socio Emotional Learning" and "Finishing School for Teachers"

Ø Environment Sensitization through Community Swacchata progrrmme at school and neighbourhood.

Ø Enhancing Entrepreneurial skills and integrating into their professional life.

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

Progressing towards responsible decentralization mechanism from planning to implementation is the thrust. Decision-making authority is entrusted at various levels, empowering departments and individuals fostering a sense of ownership and accountability. To implement decentralization, multiple autonomous units are structured, each led by a faculty with the authority to make decisions regarding their specific areas. These units are responsible for institutional budgeting, staffing, and strategic planning, ensuring that decisions are made closer to the point of action. The action plan on almanac, scholastic and co-scholastic activities, and competitions is designed. A co-operative approach is adopted towards strategic planning regarding classes,

assessment, presentations, PTA meet, linkages with co-operating schools for internship and observation, community visits etc. Effective governance is maximized by involving stakeholders in all statutory body meetings. Research areas were strengthened by assigning responsibility for collaborative approach. All proposals of conducting webinars, Seminars, workshops are vetted by the statutory bodies and organized by the faculty collaboratively.

Participative management complements decentralization by actively involving the faculty members and students in the SQC in the decision-making process. Committees, working groups, and regular meetings are the platforms provided where faculty can voice their opinions, suggestions. This collaborative approach enhances the employee engagement and leverages diverse perspectives, leading to effective decision making. The faculty members were involved in preparation of ITEP curriculum on NCTE guidelines for forthcoming academic years.

These practices and the synergy between decentralization and participative management enable to adapt swiftly to changes and maintain a dynamic and inclusive working environment.

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.

Admission procedures, finance management, staff approval, examination reforms and framing and revision of the syllabus are as per the norms with due approval. Appointment of faculty is as per NCTE norms and procedures and the finalized lists are submitted to the parent university for approval. Settlements of Grants, utilization certificates, clearance certificates and scholarships linked with e-pass, audits are done as per norms. The institution maintains credibility and accountability in the conduct of Examinations. Academic freedom is disseminated to the faculty at all phases. Beginning with orientation, planning of almanac, classroom transaction and usage of infrastructure are periodically reported during staff meetings and monitored through the daily teaching diaries submitted by the faculty as part of

quality initiative.

Records indicating Extension services and MoU' s with NGO's, special schools and other organizations towards the improvement of teacher competencies, capacity development, entrepreneurial resources, technological advancement are well maintained.

Performance Appraisal Report (PAR) is submitted to NCTE and All India Survey for Higher Education (AISHE) to Ministry of Human Resource Development (MHRD). Data format containing the details of the students are submitted to Electronic Development Programme (EDP) of Osmania University.

As an UGC mandate, this institution is accountable to stakeholders through self-disclosure of all documents. The website of the institution includes all information and is updated on a regular basis and has an unrestricted access.

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

6.2 - Strategy Development and Deployment

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

The deployment strategy focused on comprehensive stakeholder engagement, documentation, and continuous quality improvement.

Initially, a dedicated committee was established to oversee the process, consisting of senior faculty, administrative staff, and experts. This committee conducted a SWOT analysis to ensure compliance with the UGC criteria.

The documentation phase involved the systematic collection and validation of academic, administrative, and financial data in alignment with the revised autonomous proposal requirements. The innovative teaching learning methods, examination reforms, achievements and extension activities of faculty and students were compiled. This was complemented by periodically internal audits to ensure accuracy and transparency. We also implemented a continuous feedback mechanism for improving the system. An elaborate list of

achievements during the past five years was documented and presented in the governing body meeting.

Furthermore, engagement with alumni, industry partners, and the local community to document our achievements and gather endorsements was a strategy met. Regular updates and communication channels were maintained to keep all stakeholders involved and informed.

This strategic deployment culminated in a successful by UGC acceptance of the report where our adherence to quality standards and innovative practices were highlighted, leading to the extension of autonomous status for a period of 10 years. This accomplishment highlights our commitment to academic excellence and institutional growth

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.stannscoe.com
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 decentralized 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 state government representatives, university representatives 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 quantifiable. In addition the college administration strives university approved enrich 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 per the institutional requirement for easy and quick decentralisation a vice-principal was recruited this year. The principal and administrative staff oversees the admission process adhering to the Ed. CET, and University guidelines.Thus college provides an inclusive environment that celebrates diversity and accords due recognition to staff and students achievements

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 are called into action through various meetings. One significant decision involved aligning the B.Ed curriculum with Integrated Teacher Education Programme (ITEP)

as mandated by the National Council for Teacher Education (NCTE) based on NEP 2020 modalities.

The Curriculum Development Committee CDC outlined a road-map for the revision and integration including an in-depth review of the existing curriculum, identifying gaps, and aligning learning outcomes with ITEP standards supported by IQAC, BoS, Academic Council and Governing Body. Resolutions were made to incorporate multidisciplinary coursework with introduction of certificate &MooCs ,experiential learning opportunities with industrial collaboration with Butterfly Fields ,Tootroot, PotersWheel, and Pallikutam and updation of assessment methods.

Our institution undertook a comprehensive strategic plan deployment. The strategy focused on integrating contemporary teaching methodologies, competency-based education, and inclusive practices to align with NEP 2020 objectives. A curriculum structure was designed including courses, projects, internship programmes and certificate courses based on National Credit Framework and included NHEQF and NSQF. Faculty attended Workshops and training sessions to ensure transition and implementation of the updated curriculum from the academic year 2024.

The plan emphasized collaboration with stakeholders, including students, educators, and school administrators, to ensure the evolving needs and emerging educational trends are met in the curriculum. Continuous improvement was facilitated through periodic reviews by members of statutory bodies.

To further implement Outcome Based Education, course learning outcomes, CLO, PLO and assessments were formulated and reviewed followed by mapping in terms of the programme learning outcome to achieve the programme objectives.

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

6.3 - Faculty Empowerment Strategies

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

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

The institution has implemented effective welfare measures for both teaching and non-teaching staff to ensure their well-being and job satisfaction. Key welfare measures include comprehensive leave facilities, providing various types of leaves such as casual leave, medical leave, and study leave allowing staff to maintain a healthy work-life balance. Child care facilities are available to support working mothers with permission to leave before 1 Hr, ensuring their children are well-cared for. Health and wellness programs, including availability of Gymnasium facilities, yoga and counseling services, are offered to promote the overall well-being of staff. One faculty perusing her Ph.D was supported for data collection and documentation with reduced work load. Additionally, the institution provides professional development opportunities through workshops and training sessions fostering continuous growth and career advancement. The faculty development programme on entrepreneurial pedagogy and AI in Research process helped to build confidence among the faculty members. In-house capacity building programme on research projects and publication motivated the faculty members to publish papers. These welfare measures are meticulously implemented to create a supportive and conducive work environment, enhancing job satisfaction and productivity among both teaching and office staff. The working conditions provided are clean and safe from all perspectives. The non-teaching staff attended " Accounts ACME software training conducted by the Sisters of St. Ann of Providence Central Province , enhancing professional Skills for institutional excellence and AI in Administrative Role: Leveraging AI Tools for office Automation organized by AIACHE , that enhanced proficiency in their performance.

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.

17

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

17

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.

The institution's performance appraisal system is designed to ensure comprehensive evaluations and promote professional growth. For teaching staff, the appraisal includes professional knowledge, assessed through subject matter expertise and continuous learning; professional practice, evaluated based on teaching methods, student engagement, and classroom management; and professional engagement, included participation in academic activities, collaboration with colleagues, and contribution to institutional development. Fifty percent of the faculty marked as proficient rather than highly accomplished or lead indicating their determination to grow further. 100% of the faculty were in charge of projects, clubs or committees. All faculty members were actively involved in curriculum revision in alignment with ITEP and innovative teaching such blended learning, flipped learning, and research based & evolved entrepreneurial, vocational, STREAM based lesson design.

All faculty employed technology based teaching regularly. Cent percent of faculty engaged in RC & FDP programmes and 60% have published 1-2 papers in peer reviewed journals. For non-teaching staff, the appraisal system focuses on job satisfaction measured through growth rate in administrative positions assessed by tracking career advancement and skill acquisition, performance level .Additionally, it includes knowledge of the job assigned, assessed through performance reviews and job-specific evaluations, communication abilities evaluated based on clarity, effectiveness, and interpersonal skills, maintenance of records assessed through accuracy, organization, and timeliness, and leadership qualities. The self-assessment results for the non-teaching staff show high attainment in all the areas. This appraisal system fostered a culture of continuous improvement and professional excellence.

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 institution conducts both internal and external financial audits regularly to ensure transparency and accountability in its financial management. The allocation of budget for the financial year 2023-2024 was presented in the governing body meeting. The members approved the budget. The finance committee meeting enabled conceptualize at grass root level. The suggestion to call for 2 to 3 quotations respectively for minor and major financial transaction was resolved. The internal financial audit was conducted by members of the Governing Body, who review financial records, transactions, and compliance with institutional policies and aligning with the society policies. This process involves periodic checks, reconciliation of accounts, and verification of financial statements to identify discrepancies and areas for improvement. No issues or objections were raised during the internal audit. Thus, through a structured mechanism that involves detailed examination, corrective actions, and documentation of resolutions have been followed.

The external financial audit was carried out by a Chartered Accountant (CA) who provided an independent assessment of the institution's finances. The CA conducted a thorough examination of financial records, including income and expenditure statements, balance sheets, and supporting documents. This audit ensured adherence to legal and regulatory requirements and provides an unbiased evaluation of financial practices. No audit objections or discrepancies were identified by the CA and the same was communicated to the institution's management and then communicated to the Governing Body. This dual-audit approach ensured financial

clarity, fostering trust and credibility in the institution's financial operations.

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)

26,500

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.

The institution has developed strategies for the mobilization of funds and optimal utilization of resources. The procedure begins with the preparation of an annual budget based on projected income and expenditure, ensuring financial planning aligns with institutional goals. The major part of the grants received are from the college fee and UGC grant. As extension of autonomy was scheduled to be submitted, an amount of 3 Lakhs towards the fee was allocated. Given the nominal fee structure, a significant portion of the funds is allocated to faculty salaries to maintain high teaching standards. Annual Maintenance Contracts (AMC) is secured for various facilities and equipment ensuring their

longevity and functionality. Investment in technology is prioritized, with funds directed towards the purchase& upgrade of software for the library, examination cell, and language lab, as well as subscriptions to INFLIBNET and the acquisition of new books. Fund allocation for electronic machines up to 6 Lakhs and major repairs and maintenance were allocated 7 Lakhs. Additionally, funds are allocated for the purchase of laboratory equipment, sports gear, and psychological tests to support academic and extracurricular activities. Maintenance of the green canopy on campus is also a priority, promoting a healthy and sustainable environment. Finally, adequate resources were allocated for the smooth conduct of examinations, ensuring a fair and efficient assessment process. This strategic allocation and utilization of funds ensure the institution's resources are effectively managed and its operations are sustainable.

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 Internal Quality Assurance Cell (IQAC) has significantly institutionalized quality assurance strategies through various impactful programs and activities. Workshops and training sessions enhanced the proficiency and skills of office staff, faculty, and students, such as Tally training, AI applications in research, and entrepreneurial pedagogy. Health and wellness were promoted through events like Yoga Day and the Fit India initiative. Practical examinations and the Internal Flying Squad ensured transparency and smooth conduct of exams. Internship programs provided practical exposure and skill development, while portfolio and convocation ceremonies recognized student achievements. Research culture was fostered through proposal presentations and capacity-building programs on academic writing and publishing. Environmental awareness and social responsibility were highlighted through Swatch Bharat initiatives, environmental education workshops, and gender sensitization programs. Students were

initiated to participate Plan India to support for digital literacy among Government school students. The IQAC also facilitated collaborative efforts and outreach through MoUs with Potter's Wheel and faculty extension services. Alumni relations were strengthened through regular meets and mentoring programs. Competitive exam orientations, placement drives, and sessions on anti-ragging and cyber security ensured students were well-prepared and safe. Celebrations of all significant days, Women's Day and College Day fostered a sense of community and inclusivity. The above initiatives promoted continuous improvement, quality enhancement, and a holistic development environment. All the activities were documented through records and reports for further reference in the IQAC.

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 employs a systematic mechanism to periodically review its teaching-learning process, ensuring continuous improvement and quality education.Regular staff meetings to update the learning attainment of the students are an important feature. Team teaching or collaborative teaching by the faculty members is employed to improve the quality of transaction mentored by experienced faculty. Emphasis on practical aspects such as internship in schools, B.Ed colleges, special education schools and laboratory sessions. Central to this mechanism is the Internal Quality Assurance Cell (IQAC), which conducts regular academic audits to evaluate the curriculum, teaching methodologies, and faculty performance. Student feedback is systematically gathered through surveys and evaluations, providing critical insights into the effectiveness of the teaching-learning experience. The results of the feedback are shared with the respective faculty by the Principal. Mentoring sessions are held regularly, offering personalized guidance to students and identifying areas for improvement. Peer to Peer mentoring was found to be an effective mechanism for remediation and skill development. Feedback from school principals and master teachers further enriches the review

process by incorporating diverse perspectives from educational leaders. The student council actively participates in sharing feedback, representing the collective voice of the student body. Additionally, the institution rigorously assesses student learning attainment through examinations, projects, and other evaluative measures to ensure learning outcomes are achieved. This comprehensive approach fosters a culture of excellence and responsiveness, aligning the teaching-learning process with the evolving needs of students and educational standards.

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

50

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	https://www.stannscoe.com/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.stannscoe.com/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	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

Focus on Entrepreneurial Pedagogy and Skill Development

Since the previous accreditation, the institution has made significant strides in enhancing entrepreneurial pedagogy and skill development. Through the establishment of entrepreneurship and innovation hubs, the institution offers a variety of programs to cultivate entrepreneurial mindsets among faculty and students. The elective paper on entrepreneurship was enhanced with practical aspects, initiating students into making artifacts and exhibiting them for sale to understand entrepreneurial skills.

The students and alumni explored the nuances of 'How to start a school' and were also exposed to 'Entrepreneurial Pedagogy' enabling them to design lesson plans based on entrepreneurial pedagogy and vocational plans as structured by MGNCRE.

The curriculum was enriched with courses on entrepreneurship, innovation, ensuring students acquire critical thinking, problem-

solving, and effective communication skills.

Structured Mentoring Programme

The institution has significantly improved its 4-Tier mentoring program to support student development and academic success. By adopting a structured approach based on the Blue Book published by UGC, apart from each student being paired with a dedicated faculty mentor, who provides guidance and support other types of mentoring such pastoral mentoring by the Principal, academic mentoring by concerned faculty, big sister approach by seniors, peer mentoring were also encouraged. Check list was developed for each of the mentoring session that enabled the mentors to implement the same. This structured mentoring framework has led to identification of student needs, timely intervention for those facing difficulties, and enhanced student satisfaction.

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.

Our dedication to energy conservation through energy-saving practices and use of alternative energy sources is emphasized in the College's energy policy. Our carefully planned infrastructure, which optimizes natural light and air through efficient cross-ventilation, is proof that our ancestors had this vision in mind. Our energy policy's two primary tenets are encouraging sustainable behaviors and keeping electricity use to a minimal. Students receive orientation on energy conservation, which covers normal operating procedures for using classrooms, college property, and appliances that consume a lot of energy. Electronics, appliances, and lights are all required to be turned off while not in use, according to a rigorous "switch off when not in use" policy. By substituting CFL bulbs for conventional incandescent ones, lighting uses less energy. Rooftop solar panels have been erected in an effort to further reduce dependency. The energy generated

from these solar panels is harnessed and used to power geysers and backup generators. This initiative aims to explore the feasibility and benefits of using solar energy for these purposes, contributing to sustainable energy solutions.

Students are encouraged to use electric means of transportation.

Reminders have been posted on each switchboard by members of the science club. The College also uses energy-efficient technology and equipment and places an emphasis on reducing energy-intensive operations during peak hours. By reducing energy leakage and waste, routine maintenance helped us achieve energy conservation targets and reduce carbon footprint. This all-encompassing strategy demonstrates our dedication to a more environmentally friendly future.

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 Science Committee colludes with faculty and management to handle garbage that comes from a variety of sources. The College's waste management policy is guided by the 2016 Solid Waste Management (SWM) laws and regulations enacted by the Ministry of Environment, Forests, and Climate Change.

The replacement and recycling procedures are updated regularly to effectively manage waste. The College has a system for rerouting non-hazardous liquid and solid waste from the Physical Science and Biological Science laboratories. 3rainwater gathering systems collect rainwater for internal use. Rubbish is turned into valuable resources. SACOE's waste management strategy demonstrates its dedication to minimizing the negative environmental effects of its operations.

"Reduce, Recycle, and Reuse," the eco-friendly motto of the college science club, represents their dedication to achieving zero waste at the institution. One endeavor reused CDs classify and record the campus's diverse flora. Reverse osmosis plant water is used to irrigate the plants in hanging gardens made out of

wasted plastic bottles.

Among the techniques that drive waste management are waste segregation, vermi composting, and e-waste management. Innovative strategies are implemented to minimize paper waste and use of plastic thorough a campus-wide plastic ban. Systematic and safe disposal of electronic gadgets like CDs, and others are in accordance with the waste management policy. Environmental projects are integrated into the curriculum to engage students in sustainable practices.

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's proactive measures in cleanliness, sanitation, greenery, and pollution control ensure a healthy, pleasant campus and underscore its commitment to environmental sustainability. The various initiatives taken up by the institution are:

1. Cleanliness: The institution upholds high cleanliness standards through regular deep cleaning indoors and outdoors, ensuring a dust-free, hygienic campus. Classrooms, labs, washrooms, and common areas are routinely cleaned. Strict hygiene policies, including a plastic-free zone, are enforced. Collaborating with GHMC, sanitation tasks are managed, supported by waste management practices like segregation, recycling, and disposal. Cleanliness drives and awareness programs foster environmental responsibility among students and staff. Aligned with Swachh Bharat, students participate in cleaning initiatives, promoting sustainability and environmental stewardship.

2. Sanitation: The institution prioritizes sanitation by installing handwashing bays, maintaining clean restrooms, and ensuring pollution-free water supplies. Chemical-free pest control methods are used. A sanitary vending machine incinerator supports cleanliness, and recycling initiatives encourage the reuse of materials, contributing to sustainability.

3. Green Cover: Committed to preserving its green canopy, the institution organizes plantation drives, maintains trees and gardens, and nurtures flower beds. Tree planting campaigns in

collaboration with corporations raise environmental awareness. UGC directives under Swachh Bharat are implemented, with students encouraged to adopt eco-friendly practices to reduce their carbon footprint.

4. Pollution-Free Environment: The institution fosters a pollution-free, healthy environment with air purifiers, reduced vehicular emissions, rainwater harvesting, and noise control. Health and hygiene are promoted through awareness programs, yoga, and physical exercise. Energy-saving measures, eco-friendly transport options, and environmental education further promote sustainability.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

0.5099

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

The institution strategically leverages its central location by engaging with nearby educational and cultural landmarks, including universities, museums, and parks. This proximity allows the college to implement the innovative "edu-mining" concept, where students actively participated in community engagement and experiential learning. A significant initiative within this framework is the extension of the Swachh Bharat mission into a more holistic program— Swachh Tan, Swachh Man, Swachh Soch. This mentor-assisted community cleanliness program integrated into student internships, encouraging students to engage in both physical cleanliness and psychological decluttering. The focus was on cleansing the mind to develop positive attitudes, thereby promoting a balanced approach to personal and community well-being. Students organized events and activities in the surrounding neighborhoods, fostering civic responsibility thereby reinforced the importance of mental and emotional health.

Moreover, the college established the Athenaeum, a public library that operates on a community-based book exchange model, encouraging reading as a form of self-discovery and mental rejuvenation. The institution also collaborated with local experts to conduct workshops on gender sensitization and environmental education, enriching the students' learning experience. These efforts collectively demonstrate the college's commitment to integrating local resources, community practices, and environmental awareness into its educational approach, fostering comprehensive development in students.

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

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

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

7.2 - Best Practices

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

1: Fostering Holistic Well-being through a Comprehensive Approach to Physical and Mental Wellness

Cultivating both physical and mental well-being is essential for the holistic development of future educators. Recognizing this need, this institution has implemented a best practice that integrates physical fitness with mental resilience to ensure that student teachers are equipped to thrive in and out of the classroom. By promoting activities that foster individual self-awareness, group collaboration, and community engagement, we aim to create emotionally stable and physically healthy educators. This comprehensive approach to wellness not only prepared students to handle the pressures of the profession but also empower them to inspire, support, and positively impact their future learners.

2 Integration of Indian Knowledge Systems (IKS) into the Teacher Education

The integration of Indian Knowledge Systems (IKS) into teacher education is a forward-thinking initiative designed to reconnect future educators with India's rich intellectual and cultural heritage. Aligned with the National Education Policy (NEP) 2020, this practice emphasizes the incorporation of traditional Indian wisdom—spanning Ayurveda, Yoga, Vedic Mathematics, and classical arts—into the B.Ed. and M.Ed. curricula. By blending these ancient knowledge systems with modern educational practices, the institution aims to cultivate culturally responsive teachers who can draw upon India's deep-rooted philosophies and practices to inform their pedagogy. This holistic approach not only enhances the educational experience but also promotes sustainability, ethical living, and inclusivity, equipping educators with the tools needed to address both contemporary classroom challenges and broader societal issues.

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

The college's commitment to formative assessment exemplifies its distinctive approach to nurturing well-rounded educators, in alignment with its vision, priority, and thrust towards holistic education. By integrating a comprehensive assessment framework

across multiple domains—Personality Traits, Engagement in Task-Based Learning, Professional Responsibilities, and Co-Scholastic Competitions—the institution ensures that students were continuously evaluated and guided throughout their academic journey.

Personality traits are assessed through consistent attendance, active participation, and engagement in assembly activities, fostering a disciplined and responsible character. The emphasis on task-based learning, including projects like Communicative English, Cultural Studies, and Action Research, equips students with practical skills and a deep understanding of diverse educational contexts. The assessment of professional responsibilities, such as leadership, ICT competencies, and teaching methods, underscores the college's focus on preparing future educators who are both creative and effective in their roles.

Co-scholastic activities, ranging from dance and music to debates and creative arts, further cultivate students' talents and foster a well-rounded development. The inclusion of certificate courses like Soft Skills, Computer Education, and Theatre Arts provides additional avenues for skill enhancement, ensuring students were equipped to meet contemporary educational challenges.

This comprehensive assessment system reflects the college's dedication to producing educators who are not only academically proficient but also socially responsible, creatively inclined, and professionally competent, embodying the institution's core vision and priorities.

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