



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. ANN'S COLLEGE OF EDUCATION(AUTONOMOUS)

**ST.ANNS COLLEGE OF EDUCATION AUTONOMOUS 9-1-82/1, S.D.ROAD,
SECUNDERABAD**

500003

www.stannscoe.com

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A private aided (B.Ed) / self-financed (M.Ed) College of Education, affiliated to Osmania University, receives grand-in aid from the Government of Telangana. It has the benefit of having number of schools from different boards such as State Syllabus, Central Board of Secondary Education, Indian Certificate of Secondary Education, International Schools, Montessori, and Play school, Industrial Training Institute in and around college so as to have better exposure during internship at various levels. Educational facilities of higher education such as English and Foreign Language (EFLU), including parental Osmania University are under approachable limits. Hyderabad Central University (HCU) and Maulana Azad Urdu National University is also located at an accessible distance. Banking sectors, hospitals, bus stops, rail, metro stations and international airport are situated at a proximal distance. Women hostels, hypermarkets, book depots, other stationery centres, medical shops, café centres are situated at a reasonable distance. A cultural centre called 'Sacred Space' is adjacent to the college which is a hub for promotion of Indian culture. Religious places such as Churches, Temples and Budha Vihar are places located close by which are visited during the project for cultural studies. Majorly in 3km distance are situated centres of research Centre for Cellular and Molecular Biology (CCMB) and National Geo-physical Research Institute (NGRI). Educational centres are considered as locationally advantageous. Hyderabad is known as city of Pearls, city of Nizams, many traditional and historical monuments such as Golconda Fort, Charminar, Salar Jung Museum, Birla Mandir, Planetarium, Botanical gardens are confluence which are located in and around the city and visited as part of the field study. Shilparam is a traditional hub to bring forth tribal culture, handicraft, and a space provided for recreational approach to enhance the richness of Indian culture. Horticultural exhibition with wide range of indoor and outdoor plants paves the way in augmenting green culture in our environment which facilitates eco-friendly approach. Every year book exhibition and book fairs are organised in the city, where in our students are exposed to read and select the books also encouraged to visit industrial exhibition which is an annual event, indirectly promotes the ethnic diversity.

Vision

Every society is constructed on a foundation of demographic assumptions. Vision of our Founders of the society was focussed on what the world would look like after they had attempted to change it through their effective leadership in educating the future generations for a better living. They had the art of seeing what was invisible to others, mission of upholding women in their crafted hands and educating them for sustenance and livelihood with value embedded course content, which lead this institution from 1966 till date as a resourceful, committed teacher education institution. Pioneers vision with the Motto "Serve with Love" permeates the campus even today envisioning right attitudes by engaging teacher professionalism. With the grace and blessings of the Founders and visionary sisters, founded schools and college of education at a centrally located place in Secunderabad, Telangana State. Managed by the Society of the Sisters of St. Ann, moved forward with a mission to provide services at educational institutions, hospitals, dispensaries, homes for the aged, destitute disabled, social and technical institutions, parishes, orphanages and boarding homes.

This institution always strives with a vision in preparing the future generation as to be open, responsive teachers who are capable of weaving an Annite family, with the wings of wisdom, between generation and with civic society to create a 'New Humanism', the vision of a holistic and liberal education. The effort is to put this

mission is multi-dimensional and multi-directional resting on the executive function, interactive function and organisation function in preparing edupreneurs for India and the world.

Our Vision is to scaffold students into becoming responsible teachers, dedicated to the holistic development of their pupils through selfless service to the community. We envisage our graduates to:

- imbibe right attitudes, values, ideals and ideologies
- achieve academic excellence through hardwork, critical thinking and effective decision making
- facilitate learning among their pupils through appropriate skills and methodologies
- exercise responsible leadership in the wholesome formation of their pupils
- render selfless service to the community

The rationale behind the theories of pedagogy is derived from 'Pedagogy of the heart, Integral pedagogy to progressive pedagogy leading to prospective pedagogy'.

Mission

In tune with the vision of the college, we facilitate through curriculum academic excellence with adequate skills and opportunities for the development of reflective, committed teachers who can be facilitators to the coming generations. College moves forward with a mission to provide best educational services to young women especially from Telangana area to be intellectually competent and emotionally balanced personalities. By the late 19th and early 20th century the purpose of education was expanding rapidly and teachers' roles took on added dimension. Teachers here are visualised as artisans of the future generations. A humanistic and holistic approach guided by environmental and stewardship a concern for peace, inclusion and social justice is the maxim for action in designing course programmes. We visualise "future of education is congruent to future of society." Therefore, this institution has preparedness in viewing the "Science and Art of Pedagogy of the Heart". Pedagogy of the future is visualized resting on (a) anthropological (b) cultural (c) communicative (d) economic (e) inter-religious (f) realistic expectations as against structured taxonomies (g) reflective problem solving practices to the younger generation, (h) more open and inclusive education, including patient listening, constructive dialogue, and better mutual understanding (i) an alliance between earths' inhabitants and a "Common Home" to restore the fabric of relationship for the sake of a more fraternal humanity.

Our Mission is to enable our students into:

- intellectually competent and emotionally enhanced
- socially sensitive
- morally upright
- spiritually oriented
- loyal teacher-citizens

To achieve the mission, the college has specific objectives which are based on:

Programme Educational Objectives (PEO)

Our graduates would transform into:

- Competent and committed academicians, curriculum developers, educational administrators,

educational techno designers and edupreneurs integrating self-managed learning techniques through professional networking and research activities.

- Empowered team leaders, culturally responsive, ethically conscious, reflective women teachers with social and human sensibility meeting local, national and global standards in pursuit of holistic development of their pupils.
- Facilitators with professional attitude having a sense of consideration for the society, teacher ethics, life-long learning; simultaneously re-conceptualising citizenship education in terms of human rights and approaches of critical pedagogy.

Our mission is focused on quality pedagogues.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- Committed, Supportivemanagement with a vision and mission
- Dedicated leadership of the Principal
- High morale is maintained
- Well qualified and dedicated faculty members
- Transparency and accountability in governance
- Decentralised administration
- Traversed 56 years with perseverance and determination
- Diversified curriculum
- Adequate learning resources and expanding infrastructural augmentation
- Institutional development are focused towards women's rights and safety
- Exposure to various Boards of school education
- Cultural inputs to discover innate talents
- Effective public relations with Government officials, Parent University, Practice teaching schools, Parents and Stakeholders.
- Consistently credibility with NAAC Accreditation andAutonomous flexibility
- Well-equipped virtual studio
- Opportunities to take up MRPs
- Faculty and students are encouraged to take up self-learning courses for the enhancement of professional competence.
- On demand legal advice by an Alumini
- Consultancy and honorary services to schools in Telangana and Andhra Pradesh
- Continuous quality inputs to sustain trustworthiness of stakeholders
- Encouraging modern strategic models
- Innovative assessment procedures
- School based content enrichment
- Staff and students are equipped with e-.content moduling
- Well - equipped semi-automated library
- Systematic feedbackanalyses from stakeholders and students
- Formative assessment grade sheet for co-scholastic domain
- Conducting semester end examination as per the schedule

- Choice Based Credit System is followed.
- Outcome Based Education is in practice
- In-house workshops/ seminars are organised for academic development
- Greater emphasis on practical aspects of teaching by way 1:2 credit ratio
- Students indulge in action research to experiment and create knowledge
- Developing communication skills in students from rural areas through conversational English and soft skills certified courses.
- Assigning responsibilities to SQC members to promote leadership
- Students unravel their teaching skills in the different boards during internship
- Pre and post marital counselling is provided.
- Faculty updated counselling skills through Diplomas to enhance personal and academic counselling.
- Mentoring
- Welfare measures and financial assistance
- Network and collaborations with National/ International Colleges/ Institutions for advanced learning.
- Redefined the Professional Standard of Teachers.
- Functional campus placement services / recruitment in renowned schools following different boards
- Online registration of placement services is in progress
- Extension and outreach activities in collaboration with NGOs
- Up keeping the green canopy
- Neat, clean and safe college campus
- Strategic action for NEP 2020 is in progress

Institutional Weakness

- Ban on Aided Post:

As per the State government notifications, there was a ban on recruitment of aided staff from the year 2004 which hindered the financial position of the institution. To generate funds and fix the viable salary structure of the unaided staff which is a committed liability on the part of the Management which leads to deficit balance.

- Roaster System:

The qualified and eligible women candidates could not be recruited in the aided post before the ban due to roaster system.

- Delay in Career Advancement Scheme (CAS):

Due to the delay in the proceedings regarding CAS, the lecturers in the aided post are due for their next cadre and increments.

- Admission Procedure:

The State government and parent University rules and regulations hinders the regarding admission policies and procedures in filling up the seats.

- Fee structure:

The fee structure is fixed by the Telangana Admission Fee Regulatory Committee which is insufficient to pay the State pay scale to the staff.

- Maintenance Grant:
- From the year 2015, no Maintenance Grant is sanctioned which adversely affects the functioning of the college.
- Delayed sanction of scholarship adversely affects the students and the college.
- UGC Grant:

The General Development Grant was used to the optimum level for the development of infrastructural facilities, teaching learning inputs, organising seminars, workshops and board meetings which was not sanctioned from the year 2017 onwards is another loss for the Management and burdensome to generate the deficit balance for maintaining quality. Autonomous grant was also not released from 2020.

- Lacks revenue generation from the government sector.
- Non- availability of land for extension as the boundaries of the college is used for public.
- Mismatch between research expectation and financial support.
- Less scope is given on experimental studies with innovative practices due to rigid almanac of the cooperating schools.
- Only international and CBSE schools give scope for implementing innovative strategies.
- To strengthen networking with colleges of high quality at national and international level.
- Fully automated library is yet to be materialised.
- Industrial collaboration is to be strengthened.
- Additional infrastructural expansion as per the NEP 2020, for Integrated Teacher Education Programme (ITEP).

Institutional Opportunity

- Management support
- Geographical advantage
- Academic Audit in progress
- Provision for building expansion
- Teacher education programmes at different levels
- Design a curriculum to augment pedagogical skills for higher secondary level for in-service teachers
- Design pedagogical practices for Degree College faculty
- A multi-disciplinary pedagogical approach from Western and Eastern Philosophical Theories- Multiple Intelligence adapting elements moving from cognitive constructivism to social constructivism- to experimental research
- Expand pedagogical practices to International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE)
- Patent innovative strategies
- Certificate course in Sanskrit
- Collaboration with international schools of education
- Module courses for coaching competitive examinations
- Courses for TOEFL/ IELTS for aspiring candidates
- Portal for National Tutors Programme (NTP)

- Academic engagement with retired faculty
- Functional counselling cell
- Establish a legal cell to protect women's rights, child abuse
- Create awareness among student teachers and stakeholders to contribute and participate in the environmental protection
- To convince funds and its relevance to the Alumni
- Involvement of students, Alumni in Tutoroot Technology (school based activities)
- Moving away from single stream college of B.Ed/ M.Ed to a Multidisciplinary institution
- Faculty/ student exchange enrichment classes as a part of the curriculum from ATA (Australian Tutors Association), research to module certificate course on IPR.
- Research to design a curriculum for CWSN
- Online Degree programmes
- Customised programme for Adult Education
- Design orientation and refresher programmes for career advancements
- Promote Indian culture through EPC.
- Finishing schools for teachers
- Participating in Academic Bank of Credits
- Organize capacity building programmes for in- service teachers, parents and local people
- Developing on-line courses to be included in SWAYAM portal
- Offering a short term course on Early Childhood Care and Education (ECCE)
- Upskilling in new technologies and resources
- Academic collaboration
- Developing a research centre
- Online Repository of resources
- Available external support of blended learning specialists
- Uplift transgenders by educating them for a livelihood
- MoU with Engineering Staff College of India (ESCI) for establishing an Incubation center to integrate symbolic, enactive and iconic modes of support system to configurate ideas into projected and non-projected aids
- Collaboration with Complexity University, Jaipur to transform education beyond classroom.
- Join hands with NGOs-social organizations for accomplishing government programmes.

Institutional Challenge

- Multi-disciplinary Programme

Setting up a new environment for multi-disciplinary/ 4 year ITEP with strategic action plan. Planning a multi-disciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based vocational courses.

- Research on multi –disciplinarily in ITEP through different levels, interdisciplinary in the context of teacher education with respect to disciplinary knowledge and pedagogical dimension
- Student Mobility

Multiple entry and exit

- Teaching through research and provision for senior undergraduate students a flavour of research.

- High quality teacher training to combat with emerging global standards
- Attitude of the entrant towards teaching profession
- Offering shorter post- B.Ed certification course
- Mission mode dedication to remediation –Bridge course
- Life skill based conceptual teaching
- Inclusivity for diversified learning needs
- Module teaching skills for inclusive classrooms
- Module enrichment programmes for gifted children
- Formulating equivalence programmes like certificate/ diploma/ PG diploma
- Research on modalities of STEAM to STREAM to develop love for reading
- Adult Neo-literate programme
- Teacher module for Kasturba Gandhi Balika Vidyalayas (KGBV) and Anganvadi
- Short term courses on occupational readiness and capacity building
- Module on Social engagement as part of extension activities : peaceful dialogue, youth parliament and so on
- Module for student support through Open and Distance Learning (ODL) for academic, emotional wellness, counselling assistance etc
- Module for energised, engaged and capable faculty for commitment level enhancement and career management ladder
- Module for institutional leadership focusing on administrators
- Certificate for young tutors
- Career and compensation management of staff
- Competency based data management/ e. governance
- Strengthening in-house research publications
- Generating funds from alumni and Corporate Social Responsibility (CSR)
- Delivering 7 mts module on school concepts and video lessons
- A half yearly meet with cooperating schools for need assessment and orientation
- Re-structuring credit system based on NEP 2020
- Organising programmes on Continuous Professional Development (CPD)
- Facilitating students to Bring Your Own Device (BYOD)
- Capacity building programmes for Under Represented Groups (URGs)
- Promotion of Arts and Culture
- Salary of the faculty as per government scale
- Providing seed money for research initiation
- Collaborating with Ed Tech companies for developing online courses
- Institutional autonomy for admission and recruitment
- Complex processes for the approvals on new programmes
- Outreach and branding Lack of funds

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Researching on the International standards and quality inputs of reputed universities, keeping in view the global standards of Teacher curriculum, college ensures in framing a knowledge and skill based curriculum emphasising the thrust of professional values and attitude among teachers. Recommendations and suggestions of apex bodies, statutory committees, the National and State policies, NCTE norms, NAAC and Autonomous benchmarks are reflected while planning, reviewing and enriching the curriculum for UG and PG Programmes which results in 10-20% deviation from the parent university. Specific areas of skills, values and attitudinal grooming are focused through generic, electives, methodologies, EPC's and certificate courses. Exposure to functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies which also includes inclusive education. The almanac thus demarcated for all the 4 semesters for UG and PG is made error free to optimize the pre phase, the task based and post phase of the teacher training programme. The support system like library, laboratories, technology gadgets, online platform, e-classroom resources, SWAAYAM courses, practical sessions are reflected in the almanac during inter semester break.

Some of the highlights in our curriculum formulated after empirical research and incorporated are, engagement in task-based learning, elucidating capacity building through professional responsibilities, developing aesthetic-recreational capabilities through co-scholastic domain during the formative phase of the curriculum transaction following Choice Based Credit System of evaluation. Continuous and comprehensive assessment focuses on maximizing the proficiency in both academia and skills, in attaining a sense of worthiness towards the teaching profession and valuing the decisions to take up this noble profession. In order to incorporate professional insight from the wide range of curricular experiences, enriched value added courses are in the syllabus such as exposure to the functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies. Special attention is given for emphasizing inclusivity in the syllabus from the point of Disability Act, Human rights and Equity perspective. Outcome Based Education is the new area implemented from the year 2020.

Teaching-learning and Evaluation

Teaching-learning is the most crucial area of a teacher training programme. Established 55 years ago, this college could contribute to the intellectual and emotional support to the women of Telangana and spread the wings of wisdom catering to the local and global needs for making a knowledge society which is all-encompassing, laying a foundation to teacher behaviour, both from Indian and Western perspectives. Learning needs are assessed on the approach of Indian Philosophers and Western thinkers, Benjamin S. Bloom's revised educational taxonomy of learning objectives for designing learning experiences, Vygotskian thoughts of constructing knowledge for experiential learning. Psychological interventions, theories, laws of learning, multiple intelligence, reciprocal teaching, and reinforcement theories became bases for designing this participative programme. An in-depth talk on teacher preparation, behavioural patterns, professional expectations, emotional stability, sensitisation towards social issues, inclusiveness are all essential elements. Later, these are aligned with PLO's and CLO's in congruence with NAAC, NCTE and international standards.

The progressive performance of the student teachers' are closely monitored through continuous internal assessments, psychological testing, rubrics, reflections at the end of lessons, summarizing learning outcomes, scaled down teaching encounters, application of traditional vs modern approaches and models of teaching,

capacity building through ICT mediated lessons in designing e-content and on-line proficiency in technological tools and so on are a few strategies and techniques involved while preparing the students teachers' for their internship. Strengthening their self- awareness, decision making abilities for professional engagement are modelled and demonstrated, to nurture creativity, critical thinking and problem-solving skills. A continuous phase is organised and simulated for replicating both academic and co-curricular activities of the school system, so that the students discover the pros and cons of the external reality before they are posted in the real life experiential phases from primary level to secondary level of teaching-learning-evaluation triad.

In order to make evaluation more reliable and valid a steady progression is observed from entry to placement level. The formative period includes content tests, diagnostic procedures, personality tests, talent tests, showcasing, research aptitude, emotional quotient, aesthetic sensibility, reflective journal writing, dispositions through portfolio, automation techniques are all for proving professional standards.

Infrastructure and Learning Resources

With a total built up area of 11,232 sq.ft.a spacious and well-furnished infrastructure is maintained as per the NCTE, UGC, Government and University norms. The development and maintenance of infrastructure and learning resources is managed by the funds received from Autonomous grant, UGC and the Management. The infrastructure is equipped with classrooms, laboratories, technology room, psychology laboratory, seminar halls, libraries, fitness centre, multipurpose hall and sports field. Sufficient budget for the infrastructural augmentation is allocated excluding salaries.

Researching on the recommendations of UGC guidelines for developing of the academic libraries, book banks and library buildings, are strengthened keeping in view the development of e- digital content, management of catalogue of educational information, applying a campus library management system.Keeping abreast with virtual reality, the library is upgraded to facilitate access by faculty, students, alumni, research scholars and guests. The automated library functions with New ZenLibsoftware and has provision of Online Public Access Catalogue (OPAC) and INFLIBNET of the Auto-Lib which efficiently manages information access at the same time to multiple users and subscribes for the e-resources, e- journals, e- shodh sindhu, shod ganga membership, e-books. An annual budget allocation is demarcated for purchase of books, journals and for procuring the required add on updation of software in 2014 from XyronLibtech to 2008-New ZenLib. The automation was furthered with remote access through configuring the library software. A number of e-books were downloaded and catalogued as per the requirements of curriculum. Policy documents, encyclopaedias, popular science series, ERIC series are all add on resources for the inputs to PG dissertations and further research.

Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share any information from remote sources. Virtual studio is updated for shooting and editing lessons. An evolution of gadgets which range from Over Head Projectors (OHP's), to the latest technology are available in the campus. Computer cum language lab has a server with LAN and internet connection. During the pandemic, online classes, you tube content, MOOCs, Swayam, Deeksha, NPTEL, e-books, google classrooms, email blogs, WhatsApp, were extensively used for individualised and effective teaching-learning and evaluation purposes.

Student Support and Progression

College takes utmost care for student preparedness and pre-requisite knowledge and skills are assessed to have a mind-set towards completion of the course and teaching profession. Efforts from entry to formative level are moduled for an all-round personality. Students' pre-requisite knowledge and skills are assessed to perceive their interests, hobbies, likes, dislikes, strengths and weaknesses, reasons for opting this institution their psychological mind set, aptitude towards teaching, their socio-economic status and so on. These profile of the students' enrolled would enable the principal and mentors to analyse the language barriers, stress or negative mind set towards teacher profession, any personal commitments for an overall progression. A differentiated approach is applied for reaching out to each learner, through academic benchmarks such as research and reporting mechanism, project-based, activity centered, constructive learning environment, exposure to models of teaching, inquiry based learning, ICT integrated learning modules, theatre arts in lesson planning, open-ended lessons, are some of the best practices. Inclusivity is another area practiced to increase the involvement of student teachers' to execute their best services to the Children with Special Needs(CWSN). A continuous support is provided through personal health care, medical check-up and counselling for a conducive learning environment. Legal advice is rendered on request.

Seminars, workshops, webinars are organized to reinforce the content taught. International exposure is an-add on academic input which would improve the teacher behavioural components. In depth content in core papers enables students to appear competitive examinations. The virtual lab is used for production of video lessons. Student support services includes an orientation for accessing scholarships with our additional support of concession in fee, remedial teaching. Add on certificate courses and EPC's are designed to bring out the hidden potentialities to maximise capabilities of their self and career. Student Quality Circle (SQC) act as liason officers. An in- house campus placement service is organised for different boards and types of schools. Students face mock-interviews before attending the campus placement. Engaging students in task-based learning not only in academics but in recreational activities too. Various clubs function with a purposive goal to plan, co-ordinate, execute and organise co- scholastic programmes.

Governance, Leadership and Management

The college has substantial capacities with its vision and leadership with a supportive governance focusing on highly qualified compassionate teachers with a balanced personality endowed with academics and managerial dynamism on par with the exemplary skills required. Management provides digital platform and technology supports classrooms and virtual laboratories for capturing live lectures, micro - teaching sessions, webinars, and upload them for reviewing. New digital gadgets are upgraded to support the teaching - learning - evaluation process. Management strives for the international and national network with teacher education institutions, path way for faculty exchange programmes, creating opportunities and initiate diverse research collaborations. Ample freedom is given to re-design the pedagogical strategies. The management interacts with expertise during statutory and IQAC meeting to design a comprehensive curriculum. Governance and supervision is maximised with e - support mechanism keeping in mind the changing times and challenges from offline to online during pandemic period. Research are focused towards alleviating major global issues and the research proposals are directed towards emerging challenging issues. Governance play an important role here sharing the abstract of congregation meetings which are directed towards community development extension activities, then a co- ordination is established to reach a common vision. Welfare measures are executed by the management through financial, academic and personal assistance. Administrative and academic audit to prove transparency and display functioning of the management. Provides healthy, clean physical environment as well as academic and support facilities that leads to high performance through optimal utilization of human and

material resources. The campus offers comprehensive facilities for all aspects of student life and personality development programmes. Management provides the digital world and IT infrastructure for accessing information networks for faculty, student, researchers, administrators, alumni and parents.

The college provides a healthy, clean, immaculate physical environment as well as academic and support facilities that are reliable, vibrant and prone to high performance for personal and professional growth. In order to achieve these, the College of Education has a dedicated Governing Body which has architected system and processes for regular and timely maintenance for optimal utilization of infrastructure and academia. Governance create an educational village to humanise education.

Institutional Values and Best Practices

Human Resource Development is one of the objectives of this institution for, unless the capacities of the student teachers are optimised, growth of future generations towards personnel and organisational skills, knowledge and abilities may be delayed. With this in mind a series of organised activities are planned and conducted to produce competent, well informed, capable teachers. The experimental outcomes of these are incorporated into the core papers, optional, methodologies or into certified programmes so as to conscientious teachers to be responsible towards ethical and moral issues through a human centric approach. This college strives to engage the teacher's in outreach activities and extension programmes. This institution has tailor-made efforts in pedagogical skills for training the pre-service teachers towards employable skills. Manpower development is the thrust area starting from personality grooming, communication and articulation abilities. Exposure to enriched talks increases their self-capacity to leverage their wisdom towards organisational objectives. We train teachers to review, revitalise and conceptualise employees as resources.

In order to face the challenges of fast - paced, highly dynamic, teachers for 21st century, we believe in developing the inner energy as an integral part of teacher preparation. We create a climate that can identify and nurture the capabilities of career management, mentoring, succession planning, to create superior workforce by skilled artisans. An apprenticeship model is evolved to develop co-scholastic domain of teacher personality. The craftsmanship in designing teacher training from a "Factory school" perspective to a "Human Relations" is our strength. As days progress towards modernisation, the requirement for technological gadgets are installed in every classroom and in the premises to be user friendly with the new dimensions of teaching – learning process with an e - platform. At the same time we commit to transfer the finer aspects of environmental issues emerging to adopt to preserve the flora and natural resources. To sustain it, environmental education is studied, aiming at creating an ecological citizenship, giving a central place to each creature in its relationship to the people and the realities surrounding it. Our educational engagement is not only for direct beneficiaries but it is the service to society as a whole.

Research and Outreach Activities

We Annites understand the meaning of search as to see what everybody else has seen, but we think what nobody else have thought. College apply the principles of survey to perceive the issues of society, encourage action research to sort out challenges which emerge without caution and find probable solutions, quantitative analysis for a comparative experimental research between traditional vs innovative approaches in Pedagogy and are shifting towards qualitative research in the subtle areas like aesthetic feasibility, value based approach, theatre in education, social and emotional issues among parents and wards, global warming and its impact on environment and human being, technological augmentation for blended learning, universal acceptance of

professional skills and evaluation criteria and so on and so forth. Faculty are encouraged to take up minor and major research programmes facilitating their studies with expertise from the field of research. They procure an experiential input through guideship, both at source and outside the college. Originality in creating models of teaching, assessment rubrics, instructional designing, and preparation of high order questionnaires are experimented as a pilot study phase before formulating using appropriate procedures.

MoUs and interaction with industrial units, Engineering colleges, private enterprises, Government organisations, NGO's and reputed colleges of education are a constant effort to enrich the faculty in exchanging emerging areas in school, society and community. All findings are published in the college journal 'Pedagogy and Praxis' or in reputed peer reviewed journals. An active collaboration is established with Teacher Education Institutes which would give insight into the components of research for further improvements in the areas of teaching-learning and evaluation. Community and school is where we apply our findings from the research and in turn study their issues related to school to improve student community to uphold one's dignity beyond education. Community is our strength to apply findings from the research related to school dropouts, mid - day meal schemes, clean and green environment, psycho - social adjustments, adult education, inclusive education, stress and depression are enlisted, for researchers to ponder and design the process of positivistic research methodology. Production of short videos in teaching learning is in the process.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANN'S COLLEGE OF EDUCATION(AUTONOMOUS)
Address	St.Anns College of Education Autonomous 9-1-82/1, S.D.Road, Secunderabad
City	Secunderabad
State	Telangana
Pin	500003
Website	www.stannscoe.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr.Marry Kutty P.J.	040-27804604	8333043723	040-27804604	stanns_college@yahoo.com
IQAC / CIQA coordinator	Ruma Roy	040-27802806	9652846477	040-27804604	rumaroy6719@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes I. 5. Minority-status-Certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Telangana	Osmania University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	24-07-2014	View Document		
12B of UGC	24-07-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	12-05-2015	24	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St.Anns College of Education Autonomous 9-1-82/1, S.D.Road, Secunderabad	Urban	7	2180.434

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	B.Sc B.Com B.Tech B.A	English	150	74
PG	MEd, Education	0	B.Ed.	English	50	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				19			
Recruited	0	3	0	3	0	2	0	2	0	19	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	1	1	0	2
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	0	6	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	2	0	0	8	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	13	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	75	0	0	0	75
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	28	0	0	0	28
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	64	0	0	0	64
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	1	12	10	10
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	2	3	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	24	52	32	53
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	10	41	50	45
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		35	107	95	109

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.</p> <p>HOLISTIC VIEW ON PLAN FOR MULTIDISCIPLINARY INSTITUTION</p> <p>The undergraduate program giving equal weightage to the course content and Teacher Education Courses and PG Diploma/Diplomas/Shorter Post B. Ed. Certificate Courses. A specialised programme on research would be designed for upgradation. B.Ed Performing / Visual arts. B.Ed/ M.Ed (ITEP)- Liberal Arts/ Performing Arts /Science/Research(Honours)/ Adult Education/ Conversion Programme Disciplinary Degree and Pedagogical Degree/ Diploma/ Certificate Courses</p> <p>b. Delineate the Institutional</p>
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approach towards the integration of humanities and Science with STEM and provide the detail of programs with combination. A MoU with Butterfly fields emerged into STEM based workshop to STEAM, then internalised to STEAM. c). What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. Disciplinary Knowledge – -B. A (Liberal Arts) B.Sc. - Mathematics, Physics, Botany, Zoology Technical Vocational Art PG Diploma Certificate Courses Post B.Ed Short Term Certification Courses Pedagogical Discipline B. Ed -Regular / Honours/ Research FLEXIBILITY IN M.Ed After 3 year Bachelor's Programme eligible for 2 Years M.Ed After 4 year Bachelor's Programme with Research eligible for 1 Year M.Ed. Five years Integrated Bachelor's/ Masters Programme. After completion either a Master's Degree or a 4 year Bachelor's Programme with Research eligible for Ph.D Four-year Bachelor's degree, or outstanding specialised qualifications to become a subject teacher the 2 year-B.Ed. programme. Multidisciplinary Flexible Curriculum – Multiple Entry-Entry-Exits ABC-B.Ed Honours TRACK I B.Sc., B.Ed. /B.A., B.Ed. ABC >70% M. Ed 4th Semester Flexibility: I Diploma/Bachelor/Master Programmes Diploma in Pre-School Education (DPSE) Diploma in Elementary Education (D.ELED.) Bachelor of Elementary Education (B. El.Ed.) Degree M. Ed. Diploma in Physical Education (D.P. Ed) B. P. Ed. (3Y) Bachelor of Physical Education (B. P. Ed.) Degree M. Ed. Diploma in Elementary Programme ODLS B. A. B. Ed. B. Ed. Bachelor of Education Programme ODLS M. A. B. Ed. M. Ed. Diploma in Visual Arts B. A. B. Ed. -B. Ed. Visual Arts M. Ed. M. Ed. Visual Arts After 4 year Bachelor's Programme with Research eligible for a 1 Year Master's Programme. 5 years Integrated Bachelor's/ Masters Programme. After completion of Master's Degree or a 4 year Bachelor's Programme with Research can pursue Ph.D After 4 year Bachelor's degree, or with outstanding specialised qualifications, 2 year re-structured B.Ed. programme. d) What are the institutional plans to engage in more multidisciplinary research endeavours to find

	<p>solutions to society's most pressing issues and challenges? Instructional designs for CWSN Qualitative research Learning styles and classroom dynamics Impact of online learning Alternative transactional strategies Structured mentoring Moduling skill based job oriented courses Addressing environmental issues e) Describe any good practice/s of the institution to promote multidisciplinary/interdisciplinary approach in view of NEP 2020? Multi-disciplinary methodology. Cross curricular pedagogical approach Play-making theatre into content, choreography amenable to teach content. STEAMBased Pedagogy Aesthetics of teaching methodologies</p>
2. Academic bank of credits (ABC):	<p>2. Academic Bank of Credits (ABC): a. Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed by NEP 2020? The present course structure of the college: B.Ed course is divided into 4 semesters. Semester I 280 marks for theory, 280 marks for practicals with 21 credits. Semester II, 200 marks for theory, 300 marks for practicals with 21 credits. Semester III 380 marks for theory, 96 marks for practicals with 19 credits. Semester IV 120 marks for theory 380 marks for practicals with 21 credits. The college proposes to start its integrated B.A.B.Ed; B.Sc.B.Ed or B.Com.B.Ed with 96 credits for degree. NHEQF - NEP - MULTI- ENTRY / EXIT LEVELS/ ITP : After Class XII the student enters into Level 5 with 2 semesters, 20 credits followed by bridge course with internship, skill development and vocational certificate is offered. DPSE syllabus will be tested after first year with DPSE Certification or enter into level 6. Level 6 with 2 semesters with 20 credits each, followed by bridge course, D.El.Ed syllabus and D.El.Ed Certification or enter into level 7. Level 7 has 2 semesters with 20 credits followed by bridge course, B.El.Ed syllabus and B.El.Ed Certification or enter into level 8. Level 8 has 2 semesters with 20 credits e. They would have B.Ed syllabus in which they will be tested after fourth year. If the student exits he will leave with BA.BEd. Certification or enter into level 9. Level 9 has two courses : M.Ed programme with thesis work carrying 80 credits 1 year Programme with 40 credits for P.G students, who can enrol for Ph.D programme b. Whether the institution has registered under the ABC</p>

	<p>to permits its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The College is in the process of registering under the ABC and wants students to benefit from multiple entries and exists. c. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and Foreign institutions, and to enable credit transfer. The College: - Is entering into an MOU to facilitate credit transfer. - Encourages MOOCs and student exchange programmes - Intends students to accumulate 40% external credits and 60% credits from the College. d. How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments and assessment etc. - The faculty attends FDPs, Webinars, refresher courses, workshops; they initiate contact with external agencies for exchange of ideas. - The College envisions a research track in collaboration with other universities. Describe any good practice/s of the institution pertaining to the implementation of academic bank of credits (ABC) in the institution in view of NEP 2020? The College has started laying the groundwork for the ABC by making it mandatory for both B.Ed and M.Ed students to enroll and complete courses through SWAYAM and Diksha.</p>
3. Skill development:	<p>a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skill Qualifications Framework. Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc are developed. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. E-modules -Students prepare e-modules by integrating ICT into their lesson plans. Ventel cell - The institution provides opportunities to students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Placement Cell -Plays a key role in developing life skills of students Entrepreneurship training - Is provided to the student teachers enhance skills to</p>

initiate their own enterprise. c) How the institution is providing value-based education to inculcate positivity amongst learner that include the development of humanistic, ethical. Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.? The popular adage “values are caught and not taught” is the premise on which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly material. Spiritual lectures/talks are conducted to raise students’ spiritual quotient. d) Enlist the institution’s efforts to: i. Design a credit structure ensure that all students take at least one vocational course before graduating. ii. Engaging the services of Industry veterans and Master crafts persons to provide vocational skills and overcome gaps vis-à-vis trained provisions. iii. To offer vocational education in ODI blended on-campus modular mode to learners. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students & workers) skill mapping and certification. v. Skill courses are planned to be offered to students through online and / or distance mode. • Certificate course in vocational Education: Course Duration Credits Exit Entry B.Voc 3 yr 120 S2,S4 It is made mandatory to take up at least one certificate course in each of the semester. Courses like Moodle, Open Educational Resources have been taken up on DIKSHA and SWAYAM portals. An elective paper on entrepreneurship training is included in the curriculum. A mandatory course in drama and art in education prepared students for script writing and stage crafting. e) Describe any good practice/s of the institution pertaining to the skill development in view of NEP 2020? The institution’s skill development efforts resonate with that of National Skill Development Corporation evident through its curriculum, electives, add-on courses as well as pedagogical transactions and ensured that students

	excel in soft skills, research and development skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>a) Delineate the strategy and details regarding the integration of the Indian knowledge system (teaching in Indian Language, culture, etc.) into the curriculum using both offline and online courses. Indian knowledge system has base in Vedic literature and the hidden curriculum of ancient Vedas are extracted and explained from music, Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharatas concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. To conduct capacity building workshops involving linguistic experts and creating provision for installing language translation software in all the systems c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Telugu is the only Indian language offered as Method I and Method II at the U.G (B.Ed) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach. d) Describe the efforts of the institution to preserve and promote the following: (i). Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) (ii) Indian ancient traditional knowledge (iii). Indian Arts (iv). Indian Culture and Tradition e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020? Sri Aurobindo's philosophy was staged as a play in the "Quantum mind". It started with Thales Pythagoras and Plato of the Greek period. This era was dramatized using the appropriate visual backdrops, ancient classical language, dress and dialogues. Plato's allegory was portrayed relating it to the 'School system'. Indian ancient history was portrayed through Chanakyas' Arthashastra. 'Charminar' the architectural landmark of Hyderabad to acquire knowledge about Indo- Iranian dialogue between civilizations. The folk literature of</p>

	<p>India are highlighted through folklore emphasizing on attitudes, myths, mythologies, religion, custom,, festivals, arts, crafts and so on, through “Cultural Studies” project. An instructional design is included in cultural studies project to explore the literary texts from: Indus valley civilization (2700-2600 B. C.) to Vedic period,Epics,Puranas,Genesis,Buddhist and Jainism. Scriptures,Pali and Prakriti languages ,Jatakatales,Prakrit,Ten Commandments, Psalm,Sangamperiod,Tolkappiyam. Architectural Structures are analysed interviewing “Sthapathis” and categorised into Dravidian, Indo-Islamic, Vesaraor mixed style,Nagara or the northern style, construction, Blue Print of churches and Mosques etc.to explore the students to Indian, Doric, Ionic, , Corinthian elements of classical architecture. These lectures are carried in bilingual mode and artefacts, relics are translated into English, Hindi, Telugu, Urdu and other Vernacular language as per the need. While teaching philosophy / content in Physics/Mathematic methodologies, “PraptaSiddhi” is explained through Quantum-mechanics theory of teleportation based on Vaisesika. .</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution was proactive in implementing OBE. As the curriculum was revised in 2019, a board member of BOS advised that the institution to look through a futuristic perspective of integrating OBE. A study on the OBE was carried out and formulated a framework. The Learning OBE Framework (LOCF) was considered to formulate PLOs that were in alignment with the vision and mission of the college. After a series of deliberations, a workshop was organised to internalise the PLOs. The programme learning outcome and programme specific outcome were formulated in alignment with the PEO. The faculty formulated course outcomes for their respective courses and mapped with programme outcome and programme specific outcome. ii. The curriculum transaction and assessment strategies were re-modelled to enable us to understand the attainment levels with respect to the course outcome and further the programme outcome. The teaching strategies were more application based harnessing critical thinking and collaborative work with a multidisciplinary approach. Focus group discussions and case studies were used for participatory learning. Integration of quality technology based options was</p>

	<p>leveraged. Nurturing skill based learning was emphasized in all the courses through in build practical aspects. Project based learning, inquiry based learning and experiential learning and research based approach to teaching and learning were largely emphasised. The institution believes in self-reflection and growth to groom reflective practitioners with a positive attitude, thus documentation of reflective journal and portfolio were assigned credits. The skill development required for 21st century were further supported by certificate courses with specified course outcome and attainment levels. The attributes of lifelong learning was instilled through self-learning strategies and mandatory MOOCs courses. The comprehensive attainment of the internal was analysed and the remediation programmes chalked out. The direct attainment includes both the internal as well as semester end assessment. The attainment clearly indicated required improvement in areas of research. The institution collects continuous feedback and includes it as the indirect attainment. iii. Good practices • OBE Framework based on Washington Accord (2014) • Scientific basis of mapping course outcome to programme outcome • Calculate and analyse of attainment level with a comprehensive approach • Introduction of MOOCs to support lifelong learning and promoting self-regulated learning from the year of implementation. • Challenging assignments and seminars for group discussions. • Emphasis on developing research oriented skills • Certificate courses to supplement the existing gaps. • Emphasis on differentiated learning for inclusive classrooms. • Virtual studio to develop e-content & prepare futuristic teachers • Value based education through curricular and co-curricular activities • Bilingual mode of teaching for better attainment levels • Extensive field activities to be credited under Outcome Based Education. • Rubrics based assessments for all internals, projects, practical aspects, practice teaching and internship programme.</p>
6. Distance education/online education:	<p>. c. Describe any good practices of the institution pertaining to the Distance education/online education in view of NEP 2020. The pandemic has forced institutions to have a definitive program for online education. Our institution has used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms.</p>

Students were offered the regular B.Ed. and M.Ed. curriculum through online mode for two semesters. Students were encouraged to take up courses for their upskilling. As MOOCs have emerged as a platform of open and distance learning and SWAYAM platform is offering MOOCs, our institution has pitched on online courses through SWAYAM for B.Ed. and M.Ed. students. The institution has earmarked six hours per week for students to take up online courses and our students have taken up the following courses through SWAYAM/DIKSHA during the last semester: “Learning & Teaching”, “Introduction to Research”, “Research Methodology and Statistical Analysis”, “Academic Research and Report Writing”, “Abnormal Psychology”, “Psychology of Everyday”, “Communication Skills”, and “Fields of Psychology.” These courses are 4-credit courses and it can be incorporated into the Academic Bank of Credit of students as per the norms of NEP 2020. Vocational education integrates knowledge, attitudes and skills for particular occupations. It encompasses not only skills but theoretical knowledge, attitudes and mind-set and soft skills required for this particular occupation. NEP aims at integrating vocational educational programmes in a phased manner in all higher education institutions. Our institute is in the process of designing various vocational courses for the benefit of pre-service and in-service teachers. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices for students will be introduced shortly in our institution. Use of integration of technology to improve multiple aspects of education will be supported, adopted and provided to students. This requires institutional arrangements with regard to infrastructure that ought to be provided for teacher educators and students At present, using technology platforms such as SWAYAM/DIKSHA for online training of teachers and in future also will be encouraged and credits will be considered, so that standardized training programmes can be administered to a large number of teachers within a short span of time. The recent rise in epidemics and

pandemics necessitates that we are ready with alternative modes of quality education. The institution uses online portals and online presentations, seminars, games puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. Face to face interaction with two-way video, two way audio interfaces will be provided. There are numerous challenges in online assessment and examination. The existing digital platforms are used extensively but equipment will be expanded further to meet the current and future challenges.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
103	109	95	107	35
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
98	78	103	28	106

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
98	78	103	28	106

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
109	95	108	35	120

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
26	22	22	22	22

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2**Number of Sanctioned posts year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
26	22	22	22	22
File Description	Document			
University letter with respect to sanction of p	View Document			

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2020-21	2019-20	2018-19	2017-18	2016-17
22.59957	19.29979	31.64494	17.12245	29.70075
File Description	Document			
Audited Income Expenditure statement year wise d	View Document			

3.2**Number of Computers in the institution for academic purposes..****Response: 51**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Institution ensures an effective curriculum, well-planned, documented for B.Ed. and M. Ed., revised every three years in alignment with the national curriculum reforms integrating the recent educational trends and development.

The recommendations and suggestions of IQAC, statutory boards, universities are taken into consideration with 10- 20% deviation from affiliating university with quality inputs paving the path for students to appear for competitive examinations.

The transaction of the research paper for M.Ed. and the foundations laid on the dissertation enables the postgraduates a source for doctoral research and publications.

Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Sources for Curriculum Change:

- Feedback from stakeholders.
- Current trends in the field of teacher education, state and national, international directives
- Requirements of various boards (CBSE, ICSE, SSC)
- Suggestions from the reports of Annual Status of Education Report (ASER), newspapers, McKinsey's document on education
- Empirical research in various disciplines
- Faculty Development Programmes
- Field studies, visits to universities

Steps include:

- Faculty members prepare syllabus for respective courses
- Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted.
- Ensure effective curriculum delivery through systematic, strategic, transparent processes, the almanac acts.
- International standards in both academics and assessment are reviewed, debated, standardized to local context, to Indian classrooms with respect to academic standards, instructional designs, credit based evaluation. Scope emphasising on value sensitization, environmental issues and women empowerment.

• Academic Calendar

Almanac Committee considers workability and modalities which include semester- wise allotted 100 working days exclusive of periodicals and semester- end examinations to facilitate students' self regulated learning. Internship phases are aligned with school's schedule.

Post-Planning/ Implementation Phase:

Almanac is e-mailed to faculty and students for effective implementation with flexibility, serves as a tool for monitoring timely commencement and conclusion of semester-end and an overview of planned activities. Generic and core papers are scheduled for morning sessions, practicals and Enhanced Professional Competencies (EPC)'s as post-lunch sessions.

Local community based programmes such as VENTEL, Beat COVID Mission are undertaken with MGNCRE and other NGOs of the locality during ISB. Equal weightage is given to application based learning including laboratory work. Preparation of projected / non-projected teaching aids, workshops and exhibitions are organized to create an awareness of the nuances and MOOC courses. Projects, practical orientations are listed as local community programmes and extension activities and dissertation work for students for Master's programme. happens during Inter Semester Break (ISB).

Faculty documents their day- to- day activities on a daily / monthly basis and submits electronically, which reflects accountability and conduct of the curriculum.

Faculty and students are trained to acquire competency in ICT skills, develop e-content, for diversified learning experiences, e- portfolio for measuring the progress from entry to exit. Online and offline access to library references are phased for students and provision for research scholars. ICT based competencies augment periodically to develop e- content, e- portfolio and online assessments.

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

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including

Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

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 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 48.85**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	13	13	12	12

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	26	26	25

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 6.4****1.2.2.1 Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	5	6	7

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 58.57

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64	99	36	44	20

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table
- 2.Facilities in the Library
- 3.Computer lab facilities
- 4.Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 28.95

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
99	31	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

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

Response:

The curriculum of this institution offered for the B.Ed. and M.Ed.programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of

a global curriculum.

Knowledge:

The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, discussions, debates, projects, assignments which directs towards processing critical thinking, analytical thinking, reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities. Learning through multidisciplinary integrated approach for a universal perspective of acquisition of knowledge. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Students are ignited with scientific and literary temper to integrate 21st century skills for different levels of school education –primary, elementary and high school levels. Procedural knowledge for different levels of school education skills are included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts and then it is manifested at different levels of school education. A flexible teaching approach that embraces the use of constructivist school of thoughts. For example, the internship is bifurcated into observation phase and on – the –job teaching. During the observation phase student teachers are required to observe master teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction, capability to infer from what one has learnt and apply the acquired competencies to classroom transaction. In Semester I students are assigned to the primary level and the lesson plans reflect on preparation for that specific level. In Semester II students are assigned to the elementary level and work produced for successful completion of this phase is reflected in their output. In Semesters III and IV students are exposed to high school level to reinforce school education skills specific to their chosen specialization. The knowledge, skills and attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the laboratories convened for each course. Students are asked to create representative models (2D and 3D) and simulation scenarios to demonstrate their understanding of the concepts through application. Students extrapolate from what they have learnt and apply the acquired competencies to new situations. For instance in the area of environmental sciences, the concept of environment is being taught from both teacher and student point of view. The word ‘environment’ in traditional thinking conjures the earth, the weather, the atmosphere, the climate etc, but after the introduction of the concept of emotional intelligence and why it matters more than IQ, the concept of environment has taken a new dimension to mean mental well-being and personal space.

Skills:

Skills such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, interpersonal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Through the add-on courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic) like writing articles for college magazine, graffiti art work in classrooms, poster making, competitions, debates, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21st century skills.

Values:

Some areas in the syllabi were designed in such a manner to instill values in the students, a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. At the Undergraduate level, an interdisciplinary approach is implemented in the subject

‘Reading and Reflecting Texts’ wherein students read the passage, reflect upon it and analyse by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills, reflective and problem-solving skills.

A suggestion to the IQAC during the autonomy inspection in the year 2018 was to offer a certificate course in soft skills resulting in framing the syllabus for the same.

Being a Teacher Education Institute – training teachers into performers and actors is an essential aspect of a teacher’s personality, therefore acting, stagecraft skills are subtly included in EPC 206 – Drama & Art, which augments a stimulus-variation component during peer teaching phase.

· Similarly entrepreneurial skills are developed through a certificate course titled ‘Educational Management,’ giving students a benefit of becoming edupreneurs and acquiring managerial skills.

· Certificate courses are offered in computer education at beginner’s level in Semester I and advanced learner’s level in Semester II, soft skills thereby giving the student teachers necessary knowledge, attitudes and skills.

· Critical thinking skills are developed inculcating a platform for decision making in the areas of pedagogical approaches.

Attitudes:

Input sessions, competitions such as academic, intellectual and co – scholastic areas are provided to give them opportunities to participate and to develop in the students’ knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. Portfolio project gives students a reflection of their previous semester’s performances both in curricular and co-curricular areas for betterment of the same in the semesters that follow and also is an indicator of their growth chart and attitudinal changes over a period of time. Guided by mentors/in charges –students learn the technicalities and skills in presentations. A right attitude towards the course is planned by their respective mentors. The reflective journal throws light on the progress of their reflections during their two year programme imbibing the right attitudes and demonstrating it. Group projects strengthen the skills of collaboration, negotiation and communication in designing instructional plans, analysing curriculum, teaching in peer groups, innovative approaches, etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of School System

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

Functioning of Various Boards of School Education

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

Assessment Systems:

The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. PG students develop and implement programs that deal with diversity and inclusivity. Non-formal education, philosophies of radical thinkers, alternative system of education such as De-schooling are familiarized to assess the possibilities of open school system.

Norms and Standards:

The differences in choice based credit assessment are analysed from international context. Students are familiarized with the global norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated and

revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

State-wise Variations:

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education “Current Challenges in Basic Science Education” are also considered.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters.

Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations, case studies and action research are familiarised with students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

From the institution's inception in 1966, the vision, mission and objectives framed provides holistic education pre-service teachers. Morning assembly focuses on the spiritual realm, the divine guidance required for imbibing spiritual quotient.

All courses are branched out having theoretical as well as practical aspects integrated to skill based

learning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge to bring linkage. The EPCs which is part of the UG course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to students to understand its content and functionality which are intertwined during internship as well as teaching. Eg. Certificate courses in soft skills & conversational English, basic skills in counseling reflects in their capacity building.

The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues.

Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in students' placement for their profession.

At the PG & UG level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up.

A few participating activities to mention are:

- Writing articles for the college magazine.
- Formal letter writing.
- Maintaining a self-reflective diary
- Designing innovative lesson plans
- Visiting self-help groups for empowering women.
- Report writing on values promoted through textbooks.
- E-content development
- Preparation of Multiple Choice Questions (MCQs)

Optimal learning environments are provided by articulating the finest curriculum.

MOOC's such as DIKSHA and SWAYAM, Open Educational Resources (OER's), National Programme on Technology Enhanced Learning (NPTEL), Certificate Courses – their functionalities are instructed to students, to augment their professionalism.

Emerging areas in teacher education are incorporated during curriculum revision within a span of 3 years. Internet of Thinking (IOT), Artificial Intelligence (AI), machine learning, cloud computing, & virtual

learning are a few to mention.

Policies of Apex bodies of the State and National level are read, and reviewed to be assimilated into the course as additional information to update students on current trends in the teaching profession. Workshops, seminars and conferences were organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

NAAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 62.27

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 21.44

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
68	64	45	66	25

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 24.63

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	25	20	15	20

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

Assessment of the learning levels of admitted students is an integral part of the post-admission process. Although admissions are on merit, the college carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes for advanced learners and slow learners.

The institution has made the following provision:

Face to face interview with the Principal, PTA meetings, interaction with parents, questionnaire administered to wards to know their necessities in course completion.

Content test conducted at the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities and enrichment programmes are offered.

Induction programme for 10 days begins with assembly wherein the seniors conduct prayer service followed by a warm welcome to the fresher's gathered. Interaction of Principal and faculty with students, self-introduction, orientation about college and Departments. Ice- Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Enacting, Talks by professionals which includes alumni on various themes, plantation :each one plant one, Mentoring, Orientation to SWAYAM are the main areas focused upon.

Areas like communication skills, computer knowledge and personality development sessions are assessed. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented to.

A series of talent search programmes in various fields i.e. sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity, Threat (SWOT) analysis is done at individual level too.

Before the beginning of the programme Almanac is electronically communicated. In small group personal assessment is in practice through mentor meets at regular intervals, which makes their stay conducive to learning and handle the pressure that arises during their programme.

Observation skills are strengthened through observation test. Collaborative and cooperative learning is encouraged by peer learning groups, both for advanced learners and slow learners for mutual benefits of assessing their skills through team work.

Advanced academic support is given to appear for quality competitive exams such as TET, CTET, NET encouraging students to take up Massive Open Online Courses, such as Course era, SWAYAM, DIKSHA courses which are considered for credits in the assessment.

To enhance language competency, Language proficiency sessions for different levels of students are offered through the language lab sessions on accent neutralization, Listening and Speaking skills worked upon to standardize language on par with Received Pronunciation (R.P).

During simulated practice of peer teaching each one teach others and learn the components of teacher behavior through an interactive process. Teacher educators assess their capabilities for competent pedagogical skills. Students are sent to various co-operating schools for internships with prior preparation and orientation on how to conduct themselves. At the end of 100 working days, semester end exams are conducted on alternate days for better performance.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 15:1

2.2.4.1 Number of mentors in the Institution

Response: 7

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

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

Response:

Academic autonomy of the college helps in applying capabilities and expertise in designing student-centric, need-based curriculum paving the way for effective classroom transactions, implementing concepts for electives and specialized courses, imparting different types of teaching approaches to ensure no student is left behind.

1. Experiential Learning:

When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

Field Visits: The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction. Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone 20 weeks of teaching experience. Guest Lectures supplement the teaching process and provide experiential learning.

1. Participated Learning: Drama and Art occupies significant and integral part of the college's teaching & learning process. Other than the course requirements, script writing, choreography provides platform for the needed skills. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

3. Problem solving Methodolog

Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Impromptu quizzes, slip tests, yoga, competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment of learning.

In addition to above areas there are specific activities transacted using experiential and participatory learning.

As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic, open and discipline centric are

provided to enhance students' knowledge, competencies and research skills.

Inter-Semester Break programmes permits developing self-learning skills, civic responsibility through extension services. The experiential learning approach facilitates skills as it is the foundation for higher education. Certificate courses, E-learning mode of teaching using blended and flipped learning approaches are in practice.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
26	22	22	22	22

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 103

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

2.3.4 ICT support is used by students in various learning situations such as

- 1.Understanding theory courses
- 2.Practice teaching
- 3.Internship
- 4.Out of class room activities
- 5.Biomechanical and Kinesiological activities
- 6.Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students**Response:****Working in Teams:**

UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth. They are encouraged and guided to participate scholastic & co-scholastic events.

Dealing with Student Diversity:

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

Conduct of Self with Colleagues and Authorities

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self-conducting habits with stakeholders, within the community other than the profession.

Balancing Home and Work Stress

During PTA meet, parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. Later, during the ongoing of the course, student teachers attend psycho-spiritual workshops, family counseling to strengthen their inner self. Any disturbances in families are noted and rectified if possible. Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality.

Phases of internship and field projects are stress related, therefore, mentors/lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

Keeping Themselves Abreast

Awareness programmes are organized during the formative period of the UG and PG programmes to acquaint them with current updates in the areas of knowledge, technology and evaluation. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.

Projects

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rubrics by the jury during showcasing session and encouraged to reflect on learning experiences gained. The professional attributes developed are team spirit, precising, communicating, decision making, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

Activities

Four semesters' activities are monitored by the concerned mentors and in-charge lecturers with learning experience, expressed in their portfolio project for professional growth.

Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally.

Methodology:

All methodology lecturers continuously monitor the progress of students based on their abilities and skills, help them in matters related to teaching, presenting seminars and writing assignments.

Research:

All the M.Ed. students are allotted guides to pursue their dissertation/research work. With continuous guidance by guides, teacher educators who collaborate for the finalization of other related aspects of research proposal and give feedback for the finalization of all topics selected by the PG students.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

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

Response:

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Concept Attainment Model (CAM), Value based, Digital, Team teaching and Appreciation

of poetry. In pedagogy of subject methodologies students prepare lesson plan based on CAM, ICT Based lessons/ E -Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model, Multiple intelligence, Science Technology Reading Engineering Arts Mathematics (STREAM), Script writing in the form of dialogue for role-play or story on various topics, and skill oriented lesson on drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. CAM model promotes the difference between concept formation and attainment, nurturant and other support system. Thus leading to social responsibility. These practices leads to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans. During teaching, students are encouraged to work in teams, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned methodology lecturers demonstrate each skill. They select topics for different lessons and form groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior at college level under simulation sessions which are implemented during internship. Impact of teaching during formative period inculcates life skills and values such as lifelong learning, leadership, team work, ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by connecting to real life. It engages them in reading and reflecting on texts, role-play, drama and art in education, critical understanding of ICT, which enables self-adapting capacity and apply new domains of knowledge to reflect on achieved disposition for holistic development. Empathy is developed through value based lessons Empathy is developed through value based lessons focusing on the concept to protect nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred. While transacting the lesson, students are trained to in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

Language Across Curriculum (LAC): Implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts. Students are sensitized to the three language formula and required to complete a project demonstrating their understanding of the LAC approach. E.g. Students in the 2019-2021 batch were given the following task:

Lambert (1991) is of the view that most countries spend a large amount of their national resources on language learning decays through lack of use.

The response itself triggers creativity and thinking skills. The in-class activities e.g. designing a LAC logo, LAC stamp, LAC lesson plans ensure students get enough practice to develop functionality of these skills. Students are introduced to the concept of inclusivity and they demonstrate this understanding by designing teaching learning activities. Students teachers are continuously mentored to use translation applications to bridge the linguistic gap and take advantage of the certificate courses offered by the institute.

M.Ed:

M.Ed students teach lessons to their peers and B. Ed students by designing different types of lesson plans based on different instructional development models like KEMP model, Instructional System Design (ISD) etc., thereby leading to the development of innovativeness and creativity in the teaching learning process. M.Ed students are exposed to assessing B.Edinternship, teaching at college the innovative lessons and in the cooperating schools, this in turn strengthens their capacities to assimilate assessment patterns, rubrics

and enhances their professional standards. Empathy is instilled through CWSN lesson plans. As part of M.Ed curriculum, students take up second phase of internship in special schools to approximate field experience for a duration of 64 hours to acquaint themselves on how classroom experiences are created for CWSN. Interns observe master teachers and play the role of assistant teachers helping students complete the assigned tasks. Students are exposed to inclusive environments learning how to handle learning needs of children. They become aware of assisted technologies, accommodation modifications, referral systems and other pertinent information which are useful resources to help design individualized interventions. It opens other avenues of career options like para professionals such as speech therapists, school counsellors and for pursuing higher education specializing in special education. The various government initiatives to address the needs of individuals with special needs are accessed to understand the legal implications help available to advice parents on options open to them.

Communications skills are developed through interaction with other stakeholders and non-profit organization permit in-roads to an inclusive network with other institutions. Each day students reflect on their daily experiences, making observations and brain storming ideas for developing intervention modules. They are required to maintain daily journal recording of their observations and experiences through which they demonstrate competency in instructional planning, developing differential instructional and assessment strategies, learn to create conducive collaborative, practical and approachable learning environments, providing accessibility for parents of disabled children to ensure social and emotional growth of these children.

Community engagement programme is done during their ISB, wherein they identify the areas that need attention and design programmes to cater to the needs of the community. They develop action plan and contribute to the community through various programmes which nurture creativity, empathy and life skills among students.

During the transaction of Academic writing and Expository writing Papers, the rudiments and foundations of language skills are fostered thereby enhancing their research skills. The methods used to facilitate their active involvement include working in small groups, brain storming, role plays, debate, games etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**

5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'

4. Classroom teaching learning situations along with teacher and peer feedback**Response:** A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**Response:** A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school
- 2.Planning and execution of community related events
- 3.Building teams and helping them to participate
- 4.Involvement in preparatory arrangements
- 5.Executing/conducting the event

Response: A. All of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work
- 2.Field exploration
- 3.Hands-on activity
- 4.Preparation of term paper
- 5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

College sends student teachers to internship programme in four semesters catering to different levels.

1.Selection/ identification of schools for internship:

Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

1.Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 19 weeks from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

3.Orientation to students going for internship:

Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each teacher trainee get at least five lesson plans approved by their methodology lecturers and are instructed to submit their lesson /unit plan daily to master teachers for constructive suggestions. 4th and 5th phase internship covers 15 weeks where students are well prepared to deal with adolescent students other than the teaching skills. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students.

Before internship, orientation to SAT, Case, School Study, Action research project are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in SAT record.

Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

Prior to M.Ed. internship, orientation is given for Phase 1 in second semester and phase II in third semester.

Phase 1

The phase 1 Internship programme has two aspects that are kept in mind:

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

They go to special schools and special educators orient about the activities to be taken such as observe their classes, assist them for duration of 64 hrs. As a part of their practicum the students are exposed to teaching CWSN and its various ramifications.

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

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

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

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 2.23

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 44

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

1. Preparatory Phase and Teaching Phase:

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on

teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession.

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

M.Ed. internship programmes in B.Ed. colleges and special schools integrates hands-on experience with theoretical bases preparing students for a smooth transition to the professional front. The teacher educators identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

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

1. School Phase and Teaching Phase:

Role of School Principals: They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

Role of School/ Master Teachers: As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be taught for the month earmarked by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework's that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too.

At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, a feedback is obtained regarding the students' teaching and interaction. Marks obtained are sent in sealed covers for analysis.

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

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

1. Reflective and Improvement Phase:

Role of Teacher Educators / Master Teachers: The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements. Master teachers recommend our candidates for various posts vacant in their respective schools.

Role of Self: Every student teacher assesses their own growth from semester I to IV, through a reflective analysis and improve upon themselves through peer assessment process from their peers and P.G. students. The reflective journal and portfolio projects, students are monitored and credited based on their self-worth.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 61.4

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 14

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 16.69

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

Response: 434

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows:

- During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future.
- Pedagogues share information with colleagues, alumni and others regarding latest developments of UNESCO Global Framework of Professional Standards, General Teaching Council for Scotland (GTCS), Training and Development Agencies (TDA) for schools of UK, Australia Institute for Teaching and Leadership (AITL) on Australian Standards for teachers February 2011, NEP 2020 before re-designing the self-appraisal proforma for teacher educators at source.
- An in-depth study of the mobility of teaching as a profession, specialized areas are identified and NEP 2020, thrust areas are revisited before drafting the teacher observation rubric suitable for a multidisciplinary environment.
- The faculty members organizes seminars, webinars, capacity building sessions for in-house members (colleagues) in area of interest, expertise leading towards professional engagement.
- IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI), psycho-social learning, design thinking, Intellectual Property Right (IPR) are studied for personal growth of faculty & institution.
- Faculty members are involved in esteemed position for consultancy and advisory services in prestigious schools, colleges and NGO's. There is a scope of mutual intellectual growth.
- Minor research projects completed and ongoing from ICSSR, lead process is to evaluate the diversified issues in the field of teacher education.
- Professional growth of faculty also expands through add on courses on MOOC portal.
- Faculty with their expertise are capable of selecting journals, books for references and upload e-books using their experience of research and teaching exposure.
- All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes.
- The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction, marks obtained during internship that are sent in sealed covers are analysed for students' performance.
- On a rotational basis, projects and competitions are allotted to staff, in order to give maximum exposure to various areas so that they have a cross-sectional perspective of the various projects in all the four semesters.
- In-house deliberations take place informally in the staffroom on topics on educations.
- Faculty development field trips (tours) are periodically arranged for updating the current

developments in other universities.

- Faculty members are invited by the affiliating university to prepare e-Content under Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNTT) and these tasks engaged enhances their academic and technological skills.
- Psycho-spiritual workshops are organized to balance the professional ethics and social behavior.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Assessment of teaching of student teachers is viewed from two perspectives 1) knowledge assimilation 2) acquisition of skills. The students are assigned topics from school curriculum to teach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly, which helps the teacher educator in designing the methods of teaching.

Teacher-Learning Efficiency: Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment. Designing and practicing CAM, 5E, value based, aesthetic models of teaching are assessed using specific rubrics. Application of internal assessment methods, varies from teacher to teacher, subject to subject and use conventional and innovative evaluation methods to account for diversity in students' needs and abilities.

Effectiveness of the evaluation system: Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress 1) Mentor Assessment proforma 2) practical aspects in all courses 3) Field work 4) Paper presentations 5) Conducting projects 6) Literary references 7) Preparation of subject / project materials 8) ICT based teaching. This is developed to strengthen the co-scholastic domains while reflecting on the self-capacity building and competencies. The CIA – periodicals in each semester strengthens knowledge acquired and makes the SEE less stressful. Multiple sets of question papers are prepared based on the course, PG students prepare larger variety of questions who are awarded credits for quality questions. Assessment at the end of each topic helps to recapitulate summarize and gives scope for improvement.

Enhancing competencies and its evaluation. The student teachers are exposed to experiential processes in preparing questions for the question bank, assessment rubrics, MCQ's, blue print, question-wise, item analysis. SAT records helps to measure the capabilities of individuals and analyse and standardize achievement test, diagnostic test and interpret the areas of difficulty faced in planning and implementation

of formative assessment.

Techniques highlighted during the classroom interactions to enhance competencies are:

- 1) One minute paper.
- 2) Recalling the muddiest points of the class.
- 3) Closure of the lesson through concept mapping.
- 4) Using mentimeters to test their conceptual clarity.
- 5) Feedback mechanism.

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

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

Continuous research work undertaken by the PG students are assessed through a pre-designed criteria. Innovative ideas in evaluation process is planned both offline and online following COVID-19 protocols with reduction in time duration and weightage of marks in SEE. This difference in marks was compensated by including third internal assessment for the PG students

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised. An examination committee operates and Written grievances received are discussed in the committee meeting and resolved on a case -by – case basis.

Exam Revaluation: If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The controller appoints examiners other than the previous assessor and if a change is found it is rectified.

Re-schedule of Examination/Internals: Many PG students of 2017-19 batch working in responsible positions, were unable to appear for the internals on the scheduled dates, therefore a re-scheduled time table was prepared for smooth functioning of exams as well as to see that all students could appear for the same.

Default: Students found with shortage of attendance too can avail the College's grievance process. Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate. Students with attendance of 65-74% are permitted to appear for the semester-end exam on producing a medical certificate and a condonation fee.

Students with 50-64% attendance are permitted to write one general paper and one methodology paper out of the 6/5/3 subjects after submission of a medical certificate and a condonation fee. A condonation fee is levied for students having attendance of 70-74%.

Examination Time: Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief examiner by permitting them 15mts extension. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad.

Year 2019-2020

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

Therefore, the examination committee decided to give an extended/relaxation of 15 minutes to upload their answer scripts.

Year 2020-2021

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

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Before the commencement of the academic year, the Institution prepares an 'academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar follows the NCTE norms of hundred working days per semester followed by examination & ISB. The orientation & field work, practicals and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensure transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process:

Faculty: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but

also in preparation of the format, content and approach. During the Pandemic the faculty adopted diversified patterns of internal assessment to ensure quality. The ISB are preplanned to engage students for field work & research work with an access to institutions during winter break for optimizing learning. During summer vacation time is utilized for community programme, undertaken in the local area that are recorded. ISB at stretch from May to July is assigned for Swacch Bharat & Haritha Haram programme that is assessed by mentors & feedback is taken.

Internship programmes are scheduled at different levels from semester I to IV to continuously assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. The in-house teaching programmes of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the pandemic.

The semester end examinations were held offline as well as online as per the pandemic situation following the UGC guidelines and WHO directives.

- After the commencement of each semester, for the B.Ed. programme, internals/periodicals are conducted after 45 days of classroom instruction. Similarly for the M.Ed. programme, out of the total marks for each course 30% marks are allotted for Continuous Internal Assessment (CIA), out of which 5 marks for assignments, 10 marks for seminars and 15 marks for internal assessments are allotted.
- During the pandemic, the internal evaluation marks were increased from 30 to 50, through a third internal assessment.
- All the co-scholastic areas are earmarked in the academic calendar, for which student's participation is assessed by their respective mentors. At the end of the programme, a formative assessment grade sheet is given to the students along with the memorandum of marks.

Projects – The dates for orientation, conduct, showcasing and submission of the projects semester-wise, are clearly indicated in the academic calendar. For the M.Ed. programme during Inter-Semester Break (ISB) after each semester, students complete their dissertation work and practical works related to the projects prescribed.

Students' participation in compering, competitions, national, state festivals and other events are counted for the purpose of grading in co-scholastic domain.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

College's curriculum was drafted based on the learning outcomes in line with the vision and mission of the college. Since the ongoing NAAC period has to be in compliance with the current NAAC guidelines, college is in the process of converting the PO/CO system as evidenced by the documentation uploaded. Being in the inception stage, the system will be explored and expanded with existing processes to be revisited and redefined.

The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.

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

B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching.

Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

International, National, State, In-house seminars, workshops, webinars are organized/ attended in areas such as NEP 2020, Inclusive Education, STEAM, Assessment, IPR, Design thinking etc. are organized/ attended by faculty and students. Focuses on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design: flipped learning, designing online courses and developing portfolio. Certificate course in Computers and ICT enhances skills in applications of different Google apps and other applications for effective online teaching.

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

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
98	78	103	28	106

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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

Response:

Concept attainment builds up the nurturing effect among the student teachers. Learning tasks through the course for UG and PG are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead it towards metacognition. The attainment of metacognition is the complex process emphasised in core papers eg: know your potentials through exercises on emotional strength and consciously monitoring them while they progress in explicitly displaying their worthiness in reaching their optimal capacity in both professional and personal attributes. Specific rubrics are prepared to pin-point the observation towards professional standards expected from them. Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced

during internships are evidences of learning outcomes of professional and personal attributes. Exposure to special school visits and door-to-door survey for developing a positive community life for children with special needs.

The choice based credit-system is a universal assessment system which was implemented in 2015, makes our student teachers attain the idea of assigning credits and transfers hours into merit card.

Learning tasks involves concept writing, mind mapping, one-minute paper, real time reaction, chain notes – recreational activities, gamification, which are applied to engage with content, accelerate designing learning tasks at all levels of preparation, in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome.

The projects included in each of the semester is a rich source of learning beyond textbooks which is meticulously planned. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC. The professional capacity building through the paper EDN 304-Understanding the Self has made students attain social sensitivity, emotional intelligence, self-assessment strategies. The projects included is a rich source of learning beyond textbooks is planned.

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

OBE was implemented from batch 2020-2022 which is formulated based on the vision and mission of the institution. PLOs and PSOs were formulated in align with UGC document and Course Outcome (CO) in alignment with PLO and PSO by matching the taxonomy levels. The CO-PO-PSO matrix attainments in each of the courses have been computed with a threshold value (60%) on completion of the attainment measures after the first semester 2020. It was found that proficiency in articulating thoughts and ideas were communicated in a well-structured and logical manner better from actual development to potential level. SQ3R (Survey, Question, Read, Reflect, Rewrite) procedure in Reading and Reflecting paper is proved to enhance the capacity of reading between lines and secure the ability to explain explicitly.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment**Response:** 79.59**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 78

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**Response:**

I. Initial: An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled.

Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase. Their energy levels are observed. Candidates from MNC's are made aware of professionalism.

Their inclination towards the type of schools for employment, their iterational (past habitual personal and professional experience) for CWSN, transgenders, are elicited through debate and this assessment at the initial phase helps in projective appraisal (orientation to the future).

- There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning.

II. During: Literature on Teacher education has multitudinous theories regarding the developmental stages of pre-service teachers. From academics to practicals, specific assessment strategies are applied through the continuous internals project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. This stage is not a stand-alone stage but they are assessed as to how they learn new techniques, culturally sensitive

practices, individualised learning techniques compiled with hands-on-experiences. Student Quality Circle (SQC) members are elected by their peers. Their strengths and areas of improvement are communicated. Data collected from the pre-assessment tools that measures knowledge, skills, competencies, and attitude are all analysed to check the difference in their performances from the entry level till date and reinforcement techniques are included.

III. Post: Student Teachers complete task oriented activities. After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed./ M.Ed. programme. The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.8

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	2	1

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 110000

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	170000	320000	60000

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.44

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	1	3	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.27

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	4	6	17

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 15.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
24	24	10	9	10

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

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

the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
103	109	95	107	35

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 100**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
103	109	95	107	35

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

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**Response:**

St. Ann's College of Education has strived to live its vision, mission statements of selfless service to the community and abiding to the college motto, "Serve with Love" especially women empowerment. The college has involved themselves in 'Stree shakthi' programme, adult education camps in slums and street children care, co-operating with the state government for Shramadham activities, enrolling for labour cards, adopting government schools, remedial programmes below socio economic strata. Collaborates with SAKHI- a stop center, to sensitize women facing violence and harassment at home or professional front.

The Outreach activities can be categorized under 3 programmes

1. Sensitization and Humanitarian outreach programmes

The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in humanitarian activities with 10 days earmarked for community engagement programmes. ICT mediated Remedial teaching, community awareness programmes are undertaken on varied topics including environment related issues, health issues, gender sensitization programme, problem of aggression among adolescents, precautionary measures in the usage of social media, etc. The students visit "orphanages" and "homes for the aged" and distribute tangible gifts, sharing joy and blessings for the underprivileged. Participation in such activities have sensitized students towards various social issues. Working along with community members enable student teachers learn to communicate, manage and lead others which contribute towards holistic development.

2. Capacity Building Programmes

"Pedagogy of the heart", the signature learning pedagogy of St. Ann's College of Education entices the students to join the cancer awareness programme, AIDS awareness, rural regeneration programme and MGNCRE's Community Extension activities. B.Ed students enrolled in the VENTEL programme – Vocational Education Nai Talim. Experiential Learning Programme with the motto "Earn while you Learn". Students served as volunteers in the MGNCRE Beat Covid volunteering programme under MHRD. Students rendered Psychosocial Support to COVID-19 infected and affected which helped students develop psychosocial counselling, volunteering skills and strengthening life skills to emerge as morally conscientious citizens. Students also enrolled in Mega Vaccination Drive and Covid Widows Outreach Programme that was undertaken in association with Cyberabad Police Department and Society for Cyberabad Security Council.

Working outside the college campus gave avenues for students to reflect and learn, gain self-confidence, autonomy, respect and appreciation for others, to develop competency in community work and to be adaptive which help to become able leaders and morally conscientious citizens.

3. Clean and Green Initiatives and Experiential learning programmes.

The college gives exposure through various in-house Green Environmental Initiatives programmes including Plastic Free Environment, Swachh Bharath programme, Haritha Haram and Jeeva Haram, following government directives of working for 100 hours. Each one plant one, reducing the usage of paper, Best out of Waste programme with a focus on 3 R's by Mr. Ragavendra Rai Vidya Niketan Vocational Training School, Delhi, initiatives such as "Plant a tree, Plant a Life", rain water harvesting and compost pit help students' environmental values. Field visits and experiences by visiting Botanical garden and Active farm created an enriching life experience for the students.

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

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 142

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
65	0	75	0	2

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 5.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	7	12

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 7

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 4 - 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

Response:

Constructed in 1976, with a built up area of 11,232 Sq. ft, the development and maintenance of infrastructure and learning resources are managed by the funds received from autonomous grant, UGC, State government and the management. Modern facilities are instituted as per requirements of the Apex bodies.

Classrooms: All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, boards and other requirements. In the Einstein and Nehru rooms is the collapsible partition screen which allows the rooms to be combined as a seminar hall. Science laboratories are designed as multipurpose classrooms where both theory and practicals go hand in hand. Conferences, symposia, seminars, guest lectures are organized in the multipurpose hall, CEBEMO, Educational technology lab and Committee room.

Virtual Studio is well-furnished air-conditioned sound proof room with a console for recording and conferencing. The studio with focus lights, cameras, microphone system, sound switcher, video switcher and a smart board facilitates the recording process. The console has a computer system with software's for editing.

Laboratories: The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions.

Computer laboratory cum language laboratory is well-furnished with a server and 41 systems with high configuration and LAN connection, headphones, interactive board, ELT software, Internet and a Wi-Fi Connection

Educational Technology (ET) Lab: It has two Over Head Projectors (OHP), OHP sheets, 2 LCD projectors (one portable), 3 laptops, audio-visual equipment like tape- recorder, Television, Epidiascope, CCRT kit, Automatic film strips, CDs and DVDs, DVD player, microphones (Collar and wireless), speakers, amplifier, mixer, camera and video camera.

Psychology laboratory is equipped with tools and psychological tests which are made use for M.Ed. students' Dissertation purpose. The Subject laboratories including Biological Sciences, Social Studies and Physical sciences cum Mathematics laboratories function under the supervision of a lecturer in charge.

The infrastructure and other allied infrastructure of the college is well maintained and is optimally used.

Seminar Halls: Three Seminar halls are fitted with LCD which are used for the State, National, International seminars, workshops and conferences and other meetings. CEBEMO with a seating capacity

for 250 members, air-conditioned committee room with a seating capacity of 75 members, and a Board room of about 20 seating capacity.

Library: The library seating capacity is about 160 with a separate library cum reading room for the M.Ed. students with laser printer cum scanner and photocopier.

Sports Field: The infrastructure includes a semi-circular open atrium to conduct various activities. To the east side of the college building, there is an open space basketball, tennikoit, throw ball etc and also makes use of the model school playground for other sports activities like sprint, hurdles, long jump, high jump and basketball where college sports events are conducted.

Fitness centre (Gymnasium): The college has a fitness centre which is kept open both in the morning and after college hours for staff and students.furnished with equipment like Fitness Bi-cycle, Twister, Bull Walker etc.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

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

Response: 90

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

Response: 9

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 33.13**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.63	7.70	10.49	8.55	10.51

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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****Response:**

The institution offers its students state of the art library facilities with an access to INFLIBNET which caters to the needs of the faculty, students, staff and remote users in providing the required learning and research resources.

The College journeyed from a manual facility to an automated Integrated Library Management System (ILMS) in the year October 2008 using the first generation library application New GEN LIB. This version of the software had limited functions permitting bar coding of the 20,000 books. On completion of the bar coding, a basic inventory of the library was available online. Users could perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books in the library with precision. However, users had to frequent the library to check out and return books. With the partial automation of the library system, identifying and physically locating books was facilitated. It is an open source software under GNU GPL licenced by L.J. Haravu (Kesvan Institute of Information and Knowledge Management, Hyderabad) and Siddhartha E.M. (Versus Solutions Private Limited, Hyderabad). The current version NGL Core Engine Version 3.2 Hilum of NEW GEN LIB supports technical processing, data base development, circulation, cataloguing, acquisition, serials, online public access catalogue (OPAC) and Web OPAC. The first generation library software residing on the Colleges' server was upgraded to NEW GEN LIB under the Annual Maintenance Contract (AMC). This version runs on LAN/ Intranet.

NEW GEN LIB supports hierarchical network wherein the College Library assumes the role of host library with a facility to add-on distributed networks of libraries of affiliated colleges through a WAN via a Virtual Private Networking (VPN). Modelled as a structured database NEW GEN LIB incorporates functionalities enabling the College Librarian to manage in-house library operations e.g. acquisition of books and other materials, creation and maintenance of its catalogue database, circulation of its holding etc. Users can login and perform searches for locating catalogues and books.

As NEW GEN LIB is a web driven application for which the College invested and upgraded its existing cabling to BSNL fibernet with a unique IP address configuring to the College's ILMS, thus operationalizing remote access. The automated library system can be accessed by any user machine with an internet connection. The remote access link <http://117.203.101.45:8080/newgenlibcnt/> is available on the College website. To put things into perspective, a dedicated college library email was created to facilitate access by faculty, students and external stakeholders connecting the librarian with the users.

NEW GEN LIB is a collection of various tools, of which some of the relevant application used routinely are stated below as:

Content Supported: textual materials (e.g., books, periodical articles, sound files, web pages, full text, CD-ROMs, training materials, Power Point presentations video clips, images etc used for learning purposes.

International Standards: supports well-known and proven international standards like MARC 21, UNICODE, XML and Dublin Core Metadata Standards.

Digital Attachments: users have access to metadata records with digital attachments facilitating searching of online public access catalogue (OPAC).

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

The college library is a window to the students and teachers of latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software NEW LIB GEN. Being MARC-21 compliant data can be easily imported from public domain and cooperative networks. It's specialized inbuilt and add on tools such as Agent, Athenaeum MARC

Utility and BIBLIO base users can manage, search and share resources, benefit from interlibrary loans and consortia borrowing, import bibliographic data and access electronic attachment. The librarian can acquire books, catalogue, circulate and loan, and manage book inventory.

The College library subscribes to the UGC's INFLIB Net and NLIST e-Resources so that remote access is possible. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme. INFLIB Net and NLIST e-Resources are the software that predominantly facilitates access to the library remotely. However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries.

Recently, the College has made available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service.

In addition to that, the Library has a limited subscription to SAGE publications by which recently published journals can be accessed for a short window of time.

To expand the library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research. Electronic copies in pdf format and/or links to the e-Books are sent to the library email, the electronic books are downloaded into the drive, catalogued and uploaded into the library NEW GEN LIB catalogue. All e-Books can be available for referencing online without eliminating the physical check-out requirement. More than one user can access the e-Book simultaneously.

Students and faculty are continuously involved in the process of identifying e-Books. The e-Books thus submitted are vetted by the Librarian before uploading into the ILMS.

The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

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

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu

3.Shodhganga**4.e-books****5.Databases****Response:** A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 1.2**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
.059	.46	.68	1.50	3.28

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 3.64

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 61

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 46

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 109

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 75

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 179

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are ten LCD projectors, three laptops, three smart boards, projected , digital camera.

The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system (essal sofware) and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

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

Computer cum Language Lab has a server and twenty seven systems with LAN and internet connection. Language lab has headphones, interactive board and internet supported with ELT software provided by ETNL network (e Tail Networks Limited).

Educational Technology (ET) Lab: It is equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop, and other audio-visual equipments.

Classrooms have computers with interactive boards, LCD projector with screen and audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled classrooms support and scaffold student learning. Students are encouraged to watch videos related to teaching methodologies done by their respective teachers. NCERT, SCERT and university based school lessons, open educational resources, motivational videos are also observed by students for further reference.

Accessibility: The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed and B.Ed, office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

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

During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. LMS and MOOC platforms were extensively used. The examination cell is equipped with examination software

(Jaymas software) which is updated from time to time.

The college has traversed from normal internet to high speed internet and an additional leased line. Upgraded from bandwidth speed of 200 Mbps to 750 GB. Normal classes are transformed into Smart Classrooms. The installation of e-learning tools, allows better interactive learning.

College possesses fifty one desktop computers and servers that cater to all the academic and administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet is facilitated through LAN and wireless connections which is controlled by a Hardware firewall.

IT Service Management: Maintaining computer hardware and troubleshooting software's. LAN connectivity and Wi-Fi connectivity. The service management and delivery is carried out by the service providers MG Technology with annual maintenance in coordination with the IT Administrator. College website is maintained and upgraded by Rify Hosting pvt.ltd.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 750

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 750

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Link for additional information	View Document

4.3.4 Facilities for e-content development are available in the institution such as

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 33.15

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.63420	7.70801	10.49547	8.55560	10.51259

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers, committees assigned under each head.

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgrded with necessary requirments to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done.

Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Pollution control plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus.

The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipments and website, computers through Annual Maintenance Contract (AMC). Request for approval of maintenance / service is made before the Budget Cost Committee (BCC).

The virtual studio : The virtual studio with all inbuilt facilities of recording, conferencing, mixing audio is utilized for various purposes.

Library : The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms.

Library rules and procedures followed are as follows:

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities. After becoming member, two library membership will be issued to staff, UG students, and PG students, respectively. The students can use the

borrowed book(s) up to 21 days' time, and faculty members can use the books up to a semester. The book(s) can be renewed if there is no reservation for the particular book. Late return of the book will earn fine of Rupee one per day.

Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without ID card. The borrower is solely responsible for the book(s) borrowed against their membership.

News about conferences / seminars and workshops are sent to various groups through online. Staff / students can use library for their academic and research purposes.

Book purchase procedure

Librarian will call for books and journals requirement and book selection is done by the faculty and students of library committee.

The Computer lab maintenance is done by MG technology services. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution. Network or system problem are dealt by MG technology. Website updation and time to time maintenance is done by Rifi Hosting. Regular maintenance of Computer Laboratory equipments are done by AMC. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 37.29

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	22	48	31	20

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 46.94

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 45

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 1

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 5.57

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	4	4	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The institution has a well constituted student council that meets formally and informally. Student council is the voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. and M.Ed. students. It includes college representative, Office bearers from subject methodologies such as

Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English and Telugu. The members assist their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-curricular activities in the college such as, SQC requests for spacing dates for different projects, seminars, submission of assignments and also to issue question papers in exam hall 10 minutes before exam commences and so on.

The Chairperson (Principal) calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives in the SQC voice their problems and suggestions of all students during their meet with the principal to resolve any conflicts.

The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from SQC is valued for a better functioning.

Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the students' representatives in the process of making important decisions.

The Students' Council also assists clubs/ members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing/ Painting Bulletin Board etc. In addition to organizing events that contribute to the institution's spirit and community welfare it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of significance and through these they develop responsibility and leadership. They take initiatives to organize events, exhibitions, seminars, webinars, conferences, canteens and club activities.

A democratic environment in the campus enables the SQC members to take interest in arranging the support system for lesson planning phases. Student's representatives are a part of the various committees and clubs. Titled as named in college are Sankhya, Anveshan, Udaan, Bahalav, Techniq, Sanskrithik, Manas, Aadhyatmik. All the activities are taken up with the help of leadership roles of SQC members. The club head representatives collaborate with SQC's for all events. The members document the club reports and annual report to compile as college magazine.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 19

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	17	16	35	13

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni Association of this college was established in the year 24.02.2001 as “STAAF-Students Teachers’

Annite Alumni Forum". This association is an active agent for incorporating the inputs from alumnus all over AP/ Telangana and abroad. Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities of a knower, improving marketability in student-teachers through certificate courses, the inclusion of Art education for the improvement of Visual participatory mode leading to cater multiple intelligence among learners. Many alumni share their experiences in suggesting a "Thinking Curriculum", and this paved way for recreating flexibility in connecting the core papers to optional and supporting the practical with elements from Action research. Alumni expressions were considered in the areas of guidance and counselling the below socio-economic level students for their vertical mobility. All these valuable recommendations made us organize community engagement programs, various talks on strategies to promote attitude towards self /others, and develop assessment rubrics, publishing their ideas in our in-house journal "Pedagogy & Praxis". Alumni's opinion as master teachers in our co-operating schools during the internship resulted in a change in planning, developing and practicing a lesson plan and delivering them as a contextual based, open-ended, formatting - a freedom given to the student teachers to module teaching-learning process more authentically for all of the school's boards. Periodically alumni reflection is consolidated for obtaining concurrent validity of the newly constructed lesson format, innovative methods, and blueprint administered by student teachers in the co-operating schools. Continuous interaction of various inspecting authorities during the 3 visits of NAAC Accreditation, and autonomous inspection brought a different perspective re-defining the purpose of this association re-naming it as STAWAA (Student Teachers Annite Welfare Alumni Association). The concept "Welfare" was included to register STAAF. This process was successfully completed on 21/11/2021 under A. P. Societies Registration Act 35/2001 with the motto "Kindle Growth". Alumni Association was registered on 16.12.2021 and the Registration No.402 of 2021. The previous objectives were re-visited and certain areas were strengthened by the executive members to create and establish Alumni endowments for granting the scholarship, prizes, medals, subscribing e-books, donations and gifts. Conduct of an Alumni Day was initiated and a newsletter to publish collaborative activities.

The membership fee was revised, rules and regulations were re-drafted at the time of registration, and STAWAA was established, there were a series of meetings called for to highlight on how alumni are catalysts for better networking to establish a STEM centre for manufacturing low-cost self-explanatory teaching aids from primary level onwards.

Supportive and amicable alumni network is most valuable to the college, and act as Ambassadors contributing towards academics and liaison activities. A wealth of experience and skills shared with in-house students via talks in Induction programs, placements, bring better prospects in teaching. Because of the dedication and gratitude, many Alumni promote placements for the Institution, a big sister approach in the schools and carry on the name of college by their professional behavior as St. Ann's teachers who are sought after in the twin cities. Our Alumni play a role in placements, career guidance and in other areas. Alumni meetings are held periodically inviting potential achievers among in-service teachers whenever a new domain of knowledge explosion has to be debated.

Academic Contributions from the Alumni

Meetings of STAWAA are held online/ offline with its members on various agenda of conducting talks, how to involve teachers as active participants in the new methodological practices evolved and to make the alumni more interactive with the institution. Alumni are involved with the faculty of the college to discuss about innovative pedagogical innovations and practices experimented, so that they are further applied and

assessed in the classroom situations for more authenticity.

Dr.K.Geetha, faculty of this college, had an experiential interactions with Mr. Mohan Dhall, initial Teacher Educator, ATA, University of Sydney, Australia, for exchange of ideas regarding Australian professional standards of a teacher which are reflected in NPE 2020 too. During 2020 January alumni meet, Dr.K.Geetha shared the resources, the key elements of quality teaching, as discussed in the standards. These key elements articulate what teachers are expected to know and be able to do at four career levels: a) Graduate b) Proficient c) Highly accomplished and d) as a Lead in their career. Each descriptor has been informed for an understanding of what is expected from the teachers and how they shape their professional capabilities. The domains of teaching were explained under the broad heads such as (1) Professional knowledge 2) Professional practice and 3) Professional Engagement. This session enabled an international exposure for the in-service and pre-service teachers to adopt international standards and its applicability in re-designing the self-appraisal rubric which proves a proactive step towards designing the professional standards.

Some of the reflections expressed during a recent interactive meeting reveals the benefits of ICT interventions learned and how they augmented the Teaching-Learning during the pandemic, the deviation in the assessment process of applying MCQs during CIA which has optimized their confidence levels. A challenging experience with TUTOROOT technologies has enabled us to identify potential candidates from Alumni and the ongoing students to open more avenues for the new generation of edupreneurs. Alumni who are highly accomplished, experienced in any field of expertise are invited as guest faculty, judges and address during occasions etc.

Contributions from the Alumni

The membership fee from the Alumni is used for upgrading the infrastructural facilities as well as wall paintings on the theme “Save Earth and Nurture Earth” making an aesthetic approach to a gallery walk of the universal concepts through experiential learning.

Challenges in the field of teacher education at the present phase is focused on academics and opportunities of the recent trends and outlook of this generation- Z. As we are further moving ahead with a multi-disciplinary approach to teacher education, Alumni suggestions in visualising the ITEP track is welcomed to succeed and secure a position in the global scenario.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum

delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any additional link	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	2	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

The name of the Alumni Association was Student Teachers Annite Alumni Forum (STAAF). It was established on 24-2-2001. In 2019 STAAF was renamed and registered as STAWAA on 16.12.2021 by adding welfare into it. Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. An alumni representative is selected member of all statutory bodies. They are invited to publish articles in the in-house journal. They are informed about the seminars and workshops for professional development. The rich practical

experiences they bring are tapped and recorded for further reference. Regular communications are through whatsapp with regard to government notifications and other educational matters.

The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc.. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. The Director, LEAP Academy at Hyderabad, an alumnus (2007-2008 batch) played an important role in providing Hand Holding by appointing Vinita Reddy (2017-2019 batch) as science teacher, who taught Science and English to grade 5 to 8 and Biology to 9 & 10 grades from evening 4pm to 7pm. She was able to get rich learning experiences of teaching and developed personal and professional skills.

A workshop was conducted by a Ph.D. research scholar from Hyderabad Central University of 2005-2006 Batch on the topic "Classroom teacher talk" on 20th July 2018 for the English methodology students. Her observation tool and feedback form administered to the students helped the methodology students to internalise the intricacies of classroom management.

Prof. Dr. Sr. Marlene retired principal and alumnus of the college graced the Independence day celebrations in 2018. Her speech emphasized on the need for accountability of teachers not only at the workplace but also the society and nation at large. Teachers need to shoulder a great responsibility in transforming the society. Thus, the dedicated effort to grow and serve the nation under all circumstances was the essence of her speech.

A student (2008 batch) shared her working experiences and reflections in schools of Hyderabad and Australia during the induction program (2020-2022 batch). It is tradition of the college to invite an Alumni for the PTA meet and share their experiences.

Alumni are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement.

Thus, Alumni create linkage with service and professional organizations in the field of education. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

The institution aligns effective leadership towards the vision and mission to produce quality teachers as per the local and global needs and to improve the quality of women education in Telangana. Upliftment of women to be on par with women world over.

In tune with the vision of the college, we facilitate for opportunities to be taken, to be committed citizens, while focusing on the mission to be sensitive in all their endeavors undertaken.

The aim of the institution is to provide quality education in pedagogical practices to achieve the charism “Pedagogy of the Heart”, the Founder’s Philosophy which is the foundation for formulating both curricular and co-curricular programmes. The elements of this maxim of teaching is seen reflecting in the core papers, methodologies and through co-curricular activities. Ideals derived from Philosophers, Educationists and Psychologists are incorporated to evolve the socio-emotional approach for enhancing pedagogical practices. Students positive attitudes are internalised towards social issues, environmental concerns, emerging global and local challenges. Deriving at students emotional stability is the prime vision of this institution which transforms the student teachers as a holistic person. Code of professional ethics is an integral aspect of the institution which commences from entry to the summative level of the programme. The environment is wired through explicitly demonstrated model for imbibing these ethical principles. Being a missionary college, the spiritual quotient is developed through inter-faith meetings, spiritual retreats, reflective readings on spiritual quotes in regular assembly, celebrations of all festivals to understand the core-value of spiritualism.

We train intellectually well developed teachers focusing on the vision of this college. All statutory bodies assign and decentralize the quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. The intellectual inputs like classroom discourses, project compilation and showcasing, field studies, in-depth research in novel areas, in-house exposure and school based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, learning through add on courses and through co-scholastic activities.

- We also prepare techno savvy teachers to be on par with technological, school/ college demands and pandemic demands. Preparing the student teachers to fare challenges in areas that require due attention, thereby giving them a cutting edge over others.

Under efficient leadership, the institution endeavors to achieve the vision and mission through the following activities:

- Creating an intellectual climate/ environment by providing opportunities for learning beyond the syllabus/ boundaries to all areas of learning.
- Preparing academic programmes on par with societal requirements and needs. Providing quality training as per the system demands. We sensitize the student teachers about ecology and

environment through National Green Corps (NGC), Haritha Haram, Jeeva Haram programmes/ Nutramin club/ Science clubs and scope given for presenting articles on emerging issue of environment through role play/ skit/ dance/ assembly sessions and so on. Students and staff plays an active role and are committed towards creating an environment friendly campus. Developing Entrepreneurial skills which can be utilized in their professional life, as well as life outside the academic sphere is emphasised.

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

6.1.2 Institution practices decentralization and participative management

Response:

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important.

IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

I. Faculty: All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes and re-designing of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement.

Functioning:

- debates happen on inclusion of new areas
- takes decisions regarding revision of curriculum and suggests new projects.
- gives suggestions to revise and add subunits and enhance practical activities and review examination patterns.

- exchange personal experiences in research activities.
- discusses on scheme of instruction and scheme of evaluation
- All revisions regarding the academic calendar and adjustments required periodically are discussed and implemented.

2. Board of Studies

- All its members have the authority to approve the syllabus, credit based evaluation pattern and question-paper design. They have the authority to voice on the modalities of conducting internal and external examinations.
- Approves the credit system and also approves to revise pattern of question paper.
- BOS members deliberate on the seminars and webinars to be conducted during that academic year and finalizes on the topics for research for the PG students.

II. Academic Council The composition is in accordance with the norms specified. Minutes of the BOS are presented before the Academic Council. The panel members discuss on the agenda presented and approves, suggest other parameters which are required with broader perspectives to suggest rich inputs to make the curriculum and other processes more substantial.

III. Governing Body It is an Apex body to scrutinize and approve the minutes of the other statutory bodies. The UGC nominee updates and guides the institution regarding emerging academic updates, budget allocation and outcomes of various academic programmes for autonomous colleges.

- Minutes of the Academic council, Finance Committee and the budget allocated and the expenditure are presented for approval.
- The governing body takes major decisions, which is implemented under the leadership of the head of the institution who is a liason between the management and institution.

Principal: Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaborative approach. Staff meetings are organized to discuss curricular and co-curricular activities to take decisions collectively communicating and accelerating the process of progress. She creates a reciprocative approach to error free implementation of programmes.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Proper procedures are adhered to according to government, state and affiliating university in governing the day - to- day functions of the College.

Financial : All expenditure proposals are budgeted by the Finance Committee and approved by the Governing Body . Regular internal and external auditing is a practice of this college. The PC voice contains all the data of the allocation under different heads and the expenditure details. The audited report is generated automatically and the balance sheet is uploaded online. Finance officer from Osmania University visits for scanning the budget allocation. Annual Audit report is sent to UGC. Performance Appraisal Report (PAR) contains the details of the budget expenditure, it is also uploaded to maintain transparency. 7.5% of the budget approved for the faculty for major and minor research projects are allocated towards institution funds and audited.

Records of revenues generated in the form of student participation fees from co - scholastic activities, enrolment in certificate courses, faculty out-of-college consultancy services procured through the institution are maintained.

Academic: The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement are in place. Provision for re -evaluation of answer scripts at the semester end examinations is available.

- Guidelines governing the B.Ed. and M.Ed. programmes, rules of attendance and of examination are available on the college website as well as in the prospectus.
- Criteria for allotment of grades is included in the prospectus.
- Paper - wise performance indicators are displayed and communicated to the students through the syllabus, notice boards and during orientation.
- Library services are automated for student access ability.
- Registers are maintained to record internship performance, feedback from participating schools are shared and discussed with the students.
- Election of office bearers is through democratic polling.
- Practical examinations are assessed by internal and external jury.
- M.Ed. semester end examination assessment has double evaluation.
- Statutory bodies are represented by faculty, management, subject experts, industry, nominees from private and government, universities, alumni of the College and parents.

Administrative: Admission notification is made through website pursuant to University Counselling. Admitted candidates are interviewed by the Principal.

The fee structure as given by Telangana state Admission and Fee Regulatory Committee (TAFRC) and the admission process are adhered to. The staff student ratio is maintained according to the NCTE norms. Staff vacancies are advertised. An appraisal system is in place. Faculty is trained through participation in Continuous Professional Development (CPD). All required records and registers are maintained. Decisions made by management are announced to faculty members through staff meetings.

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 student is submitted to Electronic Development Programme (EDP) of Osmania University.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The institution's strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College. In this regard, the Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. She instills confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met. On a regular basis, the principal involves on a one-to-one basis in:

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

During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules, regulations and directives of conduct by higher education, it often meant preparing the academic calendar, without compromising on time, duration, content and quality whilst providing educational services. Her vast experience in teaching and management enabled her to take up challenges

during the crisis.

The Principal closely coordinates with the IT team to ensure IT support to faculty, students and office staff for smooth functioning.

The question paper was reduced to 50 marks out of 70 for the M.Ed. students, the duration of the exam was also reduced from three hours to two hours. Practical to theory weightage was changed from 30:70 to 50:50. The M.Ed. core papers had a third internal assessment added for 20 marks.

As for the B.Ed. semester end examinations, Part A was converted from short answer to MCQs. The duration of the exam was also reduced by an hour due to pandemic and introduced the online semester-end exams. The faculty was instructed to attend/ organize webinars for professional growth, to handle online issues and challenges.

The principal discharges her duties as evident in maintaining regular contact through WhatsApp, Zoom, Email and Mobile, delegating tasks and facilitating the teaching learning process. The regular internships are restructured into peer teaching sessions observed by M.Ed. students and the concerned methodology lecturers during pandemic. Co-scholastic activities were arranged online e.g. competitions such as music, dance, elocution, poetry recitals, quiz etc.

The principal continues to provide mentorship to students giving them respite during challenging times and personal contact with students who had lost their loved ones. Students facing difficulty with technological connectivity issues are provided an alternative wherein the staff post the material on WhatsApp or email it to the students' common email. E-resources, handout, books and all other instruction was shared using the LMS google classroom. The PTA committee members were elected under the leadership of the principal in an arranged virtual Parent teacher meeting, to discuss the issues faced by their wards and their suggestions were also facilitated. The basic necessities for the economically disadvantaged members are considered. The Principal with the help of contingency staff supervises the maintenance and upkeep of the premises, the garden, the amenities, class rooms, upholstery, furnitures etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

The College has a well-defined organizational structure to ensure efficient governance and management

through effective decision making. The main bodies that have been constituted, formulate and execute policies and strategic plans based on its vision and mission.

The Society's Chapter provide policy framework and direction for the functioning of the institution. The roles and responsibilities of various bodies are also clearly defined to ensure transparency and accountability to achieve the society's objectives and institution's vision and mission.

The key components of the organizational structure of the college are the various statutory bodies like Governing Body, Academic Council, BOS, IQAC, including Principal, Teaching faculty and Non-Teaching Staff. It reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various Committees/ Boards. Various stakeholders are members of different committees constituted by the institution. The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the watchful eye of the IQAC.

Admissions: The Principal and administrative staff oversee the admission process adhering to the Ed.CET norms, University guidelines after the centralised counselling.

Course Curriculum Development: The faculty prepares the first draft after discussing with the students and all stakeholders which is subsequently put forward to the various statutory bodies before final approval by Governing Body.

There are various committees with well-defined functions that give academic and administrative leadership to the institution. A committee comprising of administrative staff and faculty members involved in the planning and implementation, academic audit and evaluation. An optimum level of decentralization is practiced through the autonomous flexibility and participative decision-making process.

The College has a well constituted examination committee, finance committee, research committee, library committee, sports committee, cultural committee, grievance redressal cell and anti-ragging committee and placement cell.

The college follows the service rules according to the NCTE norms. Recruitment process is carried out according to the norms of the University, a body comprising of university and management representatives, Principal, external subject experts decides the worthiness of the candidates by the performance in the interview according to the parameters specified. The teaching and non-teaching staff have the benefits of Provident Fund and other benefits as applicable. The institution follows transparent promotional policies. Regular student feedback on improving quality of teaching learning process as well as Institutional governance are taken for timely corrections. This feedback is analysed and discussed with concerned faculty in the presence of the Principal.

Grievance redressal committee is formed which include Principal and teacher's representative who looks into the matters related to grievances of staff and students. Suggestion/ complaint box is kept at the reception, near the office for the same. Also, every student has been assigned a mentor for initial support. Grievances related to academic and non-academic matters are conveyed to the head of the Institute.

The College provides an inclusive environment that celebrates diversity and accords due recognition to

staff and students achievements.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Institute has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner.

The operations are carried out through regular meetings. The meetings are minuted in detail in the specific minutes book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan.

Every three years, the syllabus of both programs is revisited to align with contemporary changes and announced through state/ central directives or in the public domain. Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staff collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards. It is first reviewed by the Board of Studies and revised accordingly to accommodate all suggestions. In preparation for this meeting, each faculty member is assigned subjects depending on area of expertise and required to prepare for orientation of the respective papers and respond to queries if any. The session is documented in the minutes of the meeting which then becomes the revision framework. Thereafter, the revised draft curriculum is put forward to other statutory boards for their suggestions and approval. The approved curriculum is then circulated to the principal, staff, examination cell, IQAC and the library as hard copies. A soft copy is uploaded on to the College website and also circulated to the staff mail and students semester wise.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies instruments, the institution's autonomous status permit deviations that commensurate with the College's vision, mission and strategic plan for the current academic year. The concerned lecturers are required to record/ make a note of the deviations and submit it to the principal for retroactive ratification by the statutory bodies.

A summary of the tracking the changes made to the revised curriculum is maintained as reference.

During teaching learning sessions, lecturers make extensive notes of changes that are obvious as a result of classroom transactions driven by student experiences that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum, based on its benefits to the teaching learning process.

The latest curriculum being implemented has incorporated recommendation made by the NEP 2020. Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020. The scope of post-graduate dissertation has expanded to include emerging environments conducive to teacher profession such as employability, professional conduct, teaching competencies and teaching standards.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**Response:**

The management have humanitarian outlook towards its teaching and non-teaching staff without discrimination. It initiates several welfare measures to maintain high motivation levels among its employees.

Measures adopted for the welfare of the staff and faculty are as mention below:

- Gives academic freedom for staff members, funding faculty development programs, deputed on-duty for attending Seminars/ Workshops, permission for higher studies.
- Annual increment for unaided staff and other provision as per the individual need.
- Congenial atmosphere in the staffroom. Prayer room for peace and tranquility.
- Recreational programmes organized by the management for the well-being of the staff.
- Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth.
- Appreciation measures are get-togethers, exchange of jubilee celebrations of the staff.
- Aided staff are given leave facilities as per the UGC and state level rules.
- Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.
- Faculty is informed about their CAS and the provision to secure them whenever they are eligible.
- The institution conducts seminars for improving the competencies of the teacher educators.
- The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences.
- Extension lectures on research methodology and inhouse elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC .
- Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility.
- Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college.
- The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers. Staff are provided with separate cupboards and washrooms.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Provision of medical and maternity leave is in place.
- Staff is granted sabbatical leave to pursue higher education or research work.
- Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college.
- Teachers' day is celebrated to boost the professional morale of teachers.
- Superannuation of staff is celebrated with a sense of gratitude.
- Picnics and tours are arranged for staff recreation.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, music, movie get togethers and luncheous.
- Being a Catholic minority institution, the management invites staff to participate in the love feast during Christmas season.
- On the Congregation's feast day which falls annually on July 26th, the management invites the staff to enjoin in sharing joy over an elaborately arranged buffet.

- Short term interests free loan facilities are made available for teaching & non-teaching staff.
- Employers State Insurance Scheme (ESI), Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff.
- Gifts are given to employees each year as a token of love and appreciation.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 26.32

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	16	5	8

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Link for additional information	View Document

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

Response: 14**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	3	4	1

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Link for additional information	View Document

6.3.4 Percentage 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**Response: 24.56****6.3.4.1 Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	10	1	1	3

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Link for additional information	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth.

In this respect, the College strictly adheres to the UGC Regulations on minimum qualifications for the appointment of the teaching faculty, who in due course staff may upgrade their qualifications.

The salient features of the performance appraisal system are:

- Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development.
- The management appreciates and gives increments for genuine contributions towards the welfare of the institution.
- The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment.
- Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research.
- Performance assessment details are recorded in the service register.
- Promotion and career advancement is fixed, based on the performance assessment which is scored through API set by the guidelines of UGC.
- Minor and major research projects are encouraged to be taken up and duly forwarded through proper channel.
- Faculty is encouraged to contribute to in-house publications and UGC approved journals.
- The teaching standards of the staff are assessed through the mechanism of feedback from the students and teacher peers and this enables the Management to assess the teacher's performance.
- The feedback is sought from the students on feedback performance and teacher evaluation form.
- Feedback by the external examiner of M.Ed. research work is positively used to improve the future research work and is appreciated and acknowledged.
- Peer observation is also used as a tool for getting feedback as constructive change for both B.Ed. and M.Ed. students.
- Assessment of teaching and research are also discussed in staff meetings.
- Student Council meetings with the Principal to give feedback is a source for staff performance's appraisal.
- Performance appraisals focuses on improvement in area of professional knowledge, practices and engagement.

The non-teaching staff are also assessed through annual performance appraisals.

- For the contingent staff, the college has its own criteria to evaluate their performance periodically. Factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non-teaching staff and academic staff, cooperation with superiors, subordinates, colleagues, students and public, organizations, communication skills, technical abilities are all considered during the appraisal for assessment.

- The Principal regularly holds meetings with the teaching and non-teaching staff to inform them about their performance for their improvement and progress.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The college prepares budget in the month of December for the next financial year and submits to the Society based on the present nine months actual expenses keeping in mind the following three months assumed expenditure. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Committee and Governing Body of the College respectively. Considering the actual value from R & P statement, the final budget is prepared and send for approval to the Governing Body of the Society.

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year.

Individual faculty members document their purchase requirements and submit it to the Head of the Institution. Which in turn is forwarded to the financial committee. The requirements are vetted and earmarks items that can be purchased within the annual budget constraints. The final list is then produced during the Governing Body Meeting for approval. Once approval is obtained, the finance committee sends out a request for proposal. The proposal thus received are examined and a vendor is selected.

Finance committee oversees the College's financial well-being. The accounts section looks into the maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality irrespective of the budget granted and utilized. The accounts registers of the institution are maintained,

managed and operated in the name of the institution. Funds are not diverted between accounts.

The internal accounts of the institution are audited by auditors from the chartered accounts firm S. Ramesh Babu & Co., Chartered Accountants, Hyderabad to conduct the audit regularly and the generated audit report is attested and forwarded to the institution.

The statutory audit covering all financial and accounting activities of the College are scrutinized, including:

- Receipts from fee, grants, contributions, interest earned and returns on investment;
- All payments to staff, vendors, contractors, students and other services provided online.

All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditor and treasurer and corrective actions taken.

Contributions from external sources such as alumni contributions, donations, are maintained in separate accounts for tracking. A major portion of the College funding comes from student tuition fee as well as levies in fee structure under autonomy fee.

A major operational expenditure is the salaries paid to non-aided staff. Clear accounts are maintained on a software PCvoice for salaries including paid and unpaid leaves.

A separate register is maintained for income generated from certificate courses. The college retains 50% of the income and other 50% is paid to the concerned resource person handling the course.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 2

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	1	1	4

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The College offers B. Ed and M.Ed programmes. While the M.Ed is self-financed, the B.Ed course is run with funds from student tuition fee, UGC and Autonomy grants. In addition to this, the College has aided faculty, salaries are paid by the State Government.

Carrying out a financial resource mobilization strategy includes but is not limited to the following:

- Identifying potential sources of funds;
- Actively soliciting pledges;
- Following up on pledges to obtain funds;
- Depositing these funds, and
- Recording the transactions along with restrictions on their use.

based on the above modalities funds allocated are 55% for salaries, 15% towards development of the college, 15% towards maintenance, 10% Staff Retirement Fund and 5% Management.

The strategy makes a vital link between external funding, challenges and the continued internal improvements necessary to achieve the objectives.

The Governing Body and the Finance Committee have mandated the College with certain financial parameters for operations:

- Optimum utilization of assets i.e. land, buildings, equipments, furniture etc.
- Conduct feasibility studies before the implementation of any new endeavors emphasizing quality.
- Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation.
- Involving the Alumni so that they fund educational projects.

The following are few stances of resource mobilization:

- In allocation and utilization of budget the head of the institution discusses with the faculty and the finance committee takes needful action. Purchase of necessary equipment, books, upgrading of infrastructure is done before the commencement of each batch or whenever the urgency arises.
- The planning board and the finance committee plans ahead and submits a proposed budget to the governing body for approval.
- The Principal encourages faculty to engage in paid educational consultancy work that generates revenue for the College in addition to accruing goodwill.
- Through Memoranda of Understanding and Partnership Agreements with various educational institutions, corporations and philanthropists, the College benefits in cash or kind.
- The revenue generated through certificate courses also contributes to the College's financial resources.
- Faculty also contributes 7.5% finances to the College by assigning partial amounts from their funded research in lieu of the technical support from the College.
- Students are encouraged to run canteens and the revenue generated therein is used for extension activities.
- Competitions to motivate student teachers are held during the academic year. A token entry fee is collected which is used to purchase prizes.
- The institution allocates resources before the commencement of the academic session by improving the campus amenities, enhancing facilities for the faculty and allocating funds for the requirement of the institution.
- UGC and autonomous grant are spent as per the norms and specifications.
- Faculty with multiple specializations are given priority during recruitment so that they are multitasked. Responsibilities are allocated according to capacities of the faculty members. Workload, duties are allotted according to specialization and areas of interest. Changes are communicated to the concerned staff (teaching and non-teaching) well in advance.
- All sources of funds are summed and clear, accurate accounts are maintained.
- Annual stock verification is undertaken by assigned faculty.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for additional information	View Document

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

Response:

Composition of IQAC

- Correspondent of the institution
- Chairperson – Head of the institution (Principal)
- A few senior administrative officers
- Three to eight faculty members
- One or two local members
- One of the faculty as coordinator

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IQAC are:

- 1.Promotion of Research
- 2.Streamlining of Administration
- 3.Sustaining quality in academics and administration

I. Promotion of Research

IQAC recognizes the significance of promoting a research environment amongst staff and students.

- It helps the interested teachers in writing research project proposals and publishing the research works by conducting research methodology workshops.
- Providing the latest information about the quality journals of Scopus and UGC Care list, encouraging them to publish prolifically.
- It initiates interdisciplinary research projects undertaken by students and mentored by teachers.
- Establishing collaborations with Indian and foreign universities of eminence with the objective of encouraging student and faculty exchange programmes.
- Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.
- Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.
- Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.
- IQAC organized ICT,NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

II. Streamlining of Administrative Practices:

- IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.

- The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.
- Administrative and Academic Audit are conducted.
- IQAC believes in establishing a democratic pattern of administration. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular programme and also, they are provided with opportunities to hone their skills.
- Self Enhancement Workshops are organised from time to time to improve Data Management skills of the staff. In order to encourage a harmonious work atmosphere amongst the administrative staff, workshops/seminars in Work Ethics, Stress Management and Emotional Well-being are conducted.
- Minutes of IQAC is presented to the apex statutory bodies.
- IQAC acts as a nodal agency of the institution for quality related activities and prepares the annual quality assurance report.

III. A wide range of feedback forms are administered and the results analyzed for quality sustenance.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College in keeping with its vision and mission.

IQAC achieves this through practices, viz.,

1. Conducting self checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.
2. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.

General

- Recruitment of qualified faculty.
- The college deputed faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated.
- Faculty development programmes are arranged by the college to ensure quality inputs.
- Bringing variations in assignments and project work to make it more challenging.
- The institution accommodates interim changes brought in by State authority in school curriculum which are mandatory to be attended to by Teacher Education institutions.
- Recommendations from NAAC Peer team, UGC, Autonomy are taken care of.
- Feedback from the students is taken regularly to identify the gaps in the academic programme and address them.
- IQAC suggests innovative pedagogical practices in addition to the completion of curriculum through assignments, tutorials, collaborative work etc.
- IQAC promotes the culture of research amongst students by organizing Research Workshops for students. Departments are encouraged to organize Conferences and Seminars on themes relevant to the educational needs and futuristic growth of the students as part of Capacity Building.

Specific

- Student seminars on current issues and developments like NEP 2020 are graded.
- Encouraging self-study, content analysis and lesson research to enhance quality.
- Participative learning programmes such as interactive sessions, peer observation etc.
- Strengthen the co-scholastic domains in phased manner by incorporating all the components.
- Student teachers are trained to critically analyze curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.
- Language proficiency of student teachers are enhanced through the Communicative English Project and certificate courses.
- Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.
- Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy.
- Reflections on their biases, beliefs and values at the end of every class during internship is encouraged and documented.
- Emphasis is on contextualization and development of appropriate teaching-learning context catering to needs of the society.
- Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc.
- Probing into Philosophical and Sociological aspects in all methodologies.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 14.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	29	14	5	11

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Since the Institution is in the process of 4th cycle, 2 case studies have been discussed below.

1. Third Cycle:

Academic Performance: Semester-wise records of each student is maintained through the institutions automated MIS system. The data is analysed to measure their semester wise improvements. This process is carried out religiously so that faculty are informed to reflect changes that are needed in the curriculum, teaching approach, individual remedial modules, and mentoring program.

II Academics: Innovative Teaching

Initially the student teachers designed five lessons based on 5E model, CAM model, digital, inquiry based and programmed instruction, in the year 2016. The lessons were evaluated based on a common format. In the following year model specific rubrics were developed and a triangulation approach of evaluation was implemented that included self-reflection, peer evaluation and faculty input. New techniques such as multiple intelligence, ICT based, value based lessons were incorporated. Based on the feedback from the students showing maximum quantum of learning during the practice of innovative lessons, the academic planning assigned two weeks of teaching for the same. The succeeding year designing lesson plans for inclusive classroom was emphasized. The students were exposed to ten different types of planning and five of which were selected and presented. The revised curriculum include innovative lessons in both semester three and four, thus giving scope for the student teachers to practice from a variety of plans such as STEM/ STEAM based teaching, team teaching, reciprocal teaching and differentiated learning. As the innovative lessons were conducted online, the students effectively integrated technology to present the different models of teaching, such as online activities, use of digital white board, videos, and pre-recorded videos of activities, which gave a new dimension to the teaching learning process. Rubrics were formulated for triangular evaluation process in accordance with approaches by respective faculties. A structured

framework or the syntax of the model are designed and presented by the faculty with an autonomy to be flexible and creative is given to the student teachers. Thus, this session of the teaching practice contributes significantly to enhancement of pedagogical skills.

Research:

Feedback Analysis: Students are required to provide feedback course wise as well program wise. The feedback received is collated and the data analyzed to observe the pattern of learning and achievement. Feedback has a knock-on effect, driving the change in the curriculum and other domains related to the teachers programs.

Diversified Student-Centered Assessments: Continuous evaluation of the assessment system in line with current education research and national and state directives, assessments focused on measuring learning. During COVID the college introduced online examinations using various formats. Example: MCQs, MCQs combined with short answers, reflecting on videos, projects work, open book exams etc.

Credit Banks System as promoted by NEP2020. Students were required to register in SYAWAM courses so that credits accrued could be counted towards the overall credits of the concerned program. Students are encouraged to register and complete Diksha courses.

Collaboration: Realizing that improvement in quality could not be achieved in isolation the institute endeavored to approach corporate stakeholders in the education business to inform student teachers of innovations in the teaching learning process. Example: A Memorandum of Understanding was signed with the firm Butterflies that produces teaching learning materials for all levels of school

1. Administrative

The IQAC has developed a Self Evaluation& Feedback form for their personal improvement of the non-teaching staff members. Self Enhancement Workshops are organised from time to time to improve Data Management skills.

IQAC: Seminars/Workshops are organized. Through a series of workshops students were exposed to ready-made-do-it-yourself kits that enhances their teaching apparatus

Library Reforms: The library automation process is fine tuned to include more reference books, manuscripts, journals and other relevant material so that students can obtain maximum benefits through remote access to the College Library. Research and Collaboration Centre has been established in the Library to facilitate teachers to use the ICT and e-resources for the purpose of doing research.

Language lab:

The language lab and Computer labs have been upgraded. The Audio-Visual Room has been augmented to facilitate teachers to record their lectures.

Administrative Increments: Community engagement & Extension Activities

After the third cycle of accreditation and implementation of two year B.Ed and M.Ed programme a shift from working independently gave way to collaborative work with non - governmental organisations outside the college premises. The student teachers conducted awareness programmes related to health and nutrition, low cost nutritious food, importance of clean surrounding, avoiding public littering, inoculation regime and other aspects. In the succeeding year the emphasis shifted to awareness on Swachh Bharat programme and demonetization and its implementation. A cancer awareness programme was parally carried out in the slums of Chaderghat, Parsigutta. Moosapetect regarding carcinogenic agents specially smoking, alcohol and tobacco. The following year the institution was dedicated to adult literacy programme as per UGC objectives involving socially disadvantaged. Swachh Bharat & Remedial programmes were also carried out in Government Schools. This programme was structured and a Rural regeneration programme at Yacharam, Ibrahimpatnam was taken up. In 2019, an institutional visit to assess the requirement and adopting the school was followed by an awareness programme regarding personal hygiene that were conducted using audio visual aids for an impact. This was followed by a cleanliness drive in the neighbourhood and spreading awareness about plastic free environment. At the college level, campus cleaning and 'Go Green' initiative was planned and conducted. Slogans and motifs were painted on the wall spaces to sensitize the peer group constantly. In spite of the COVID scenario the college collaborated with the Vocational Education NaiTalim Experiential Learning Programme organized by MGNCRE for social entrepreneurship. The student teachers participated in four crucial areas of vocational education, Self - reliance, Swachh Bharat and Health and Community field engagement. The student teachers not only spread awareness regarding COVID but extended psycho - social support on call to the ailing COVID patients. The management and the principal took up an initiative to distribute essential commodities to the needy with the help of Gopalpuram police during the lockdown.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

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

Students are not only oriented during the induction programme on the endeavors towards sustainable living, but also throughout the course work the concept of sustainable development and living is integrated into all the course activities. Students through the various club activities are also involved in the decision making process so that sustainable practices can evolve reflecting emerging needs of the environmental protection. Science club members remind one another regarding 'Plastic Free Campus'. From time to time, a green audit is in practice to streamline the ways of energy conservation. The SQC members take change to see that all appliances and lights are switched off when not in use.

In its attempt to design and establish a fundamentally institutional commitment with responsibility towards environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using CFL bulbs, mapping electricity switches, automatic tripping system, UPS protection for computers in place. The students are motivated to follow the idea of dark days by reducing energy consumption as initiated by the State Government. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices. All the washrooms are placed with captions which indicates the use of water and other resources carefully. Students are acclimatized to the process of Recover, Recycle, Reuse (RRR) in adhering to the same within the campus. Scrap papers which are sold are sent to Bharachalam Paper Board, Andhra Pradesh which are recycled and used as newspaper, examination papers, text books. Electronic items like desktop, keyboard etc are dismantled and re-used. Iron, steel items are recycled and used as doors, ceiling etc. Decorative items are prepared by students with used CDs with a sense of creativity and aesthetics. They adorn the walls of the college.

Installation of solar panels is kept on hold as it was not appreciated in one of the Governing Body meeting. After a request for proposal was responded by different vendors.

Disseminating the concept of energy conservation through teaching methodology in value based lessons showcase integrating essential components of sustainable development in the concepts of sciences and social sciences internalized by the student teachers. These techniques of energy conservation are in turn taught to school students.

The energy saving initiatives are taken up by science club members motivating and sensitizing the peers about Conference Of the Parties (COPS 26) and deliberations of the conference during assembly, celebrating earth day, world environment day and communicating to the students and staff through skits,

drama and poetry. Social responsibility thus, is imbibed in our student teachers.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management Policy Statement

The Institute has a policy whose underlying philosophy is sustainable waste management by increasing resource efficiency and harmonizing the relationship between society, environment and economy. The College plan of action includes an essential role in sustainable development by not only preparing student teachers for professional success but also by harbingering in them a civic duty as citizens of the society. The policy provides potential for community engagement and self-development through teaching, research and outreach programs. The College itself is experimental lab of sustainable culture. The curriculum includes cores related to environmental studies at both undergraduate and post-graduate studies. Awareness programmes are conducted by the students within the college campus and extension activities in the community through campaigns, publishing articles in the College Magazines and during the internship programmes through National Green Corps (NGC). SACOE Waste Management Policy echoes its commitment to mitigate the environmental impacts through effective waste management and sustainable practices by converting waste into reusable resource. Through the college clubs the college strives to work towards a zero waste campus resounding an eco- friendly ecosystem of “reduce, recycle and reuse.”

The waste management team consists of:

- (1) Principal
- (2) Faculty Member
- (3) Facilities Technical Staff member
- (4) Student Members from various in-house clubs

Solid Waste Management

The college has implemented solid waste management measures to convert solid waste into valuable resources. Guidelines are disseminated to students with regard to proper waste discard. Further signboards are installed at various places and the students are briefed on the college's waste management process during orientation.

Waste is collected from the college premises, classrooms and the dining hall and is cleared on a daily basis. The wet garbage is emptied into the compost pit. The dry garbage is discarded to the nearest GHMC site for final disposal which is managed by the Management.

Vermicomposting bags have been installed in the backyard in which biodegradable waste is collected and further processed. The manure thus formed from the compost is used as natural fertilizer for the flora and fauna within college through the active participation of the students.

Used papers are recycled for making of paper bags, artefacts like flower vase etc. Teaching aids are donated after the internship programme to the government schools. The waste management policy also provides instructions with regard to the zero plastic policy.

Liquid Waste Management

The College actively promotes water conservation practices to reduce water wastage.

- Signboards for water conservation have been placed near the water taps to sensitize students to adopt conservation practices.
- Maintenance is done regularly to detect and stop water wastage.
- The non-hazardous waste in laboratories is drained after reasonable dilution.
- Rain water is collected using rain harvesting pits and the water is used for the in-house plants.

E-Waste Management

Separate room is available for disposing E-waste. The E - waste is collected and segregated and sent offsite for safe disposal. Old CDs are used for making wall hangings and decorative items by the students and shared with the schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

- 1.Segregation of waste**
- 2.E-waste management**
- 3.Vermi-compost**
- 4.Bio gas plants**
- 5.Sewage Treatment Plant**

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Cleanliness: The institution is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturdays are allotted for cleanliness drives in classrooms, labs, corridors, grills, windows mopped thoroughly. The board room, A.V. room, committee room principal's office, prayer room are vacuumed cleaned. Upholsteries of the examination cell, IQAC Cell, Administrative Support Unit, sick room and staff room are changed periodically. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. The air conditioners are annually serviced for efficient performance. Facility for clean drinking water is provided through a reverse osmosis plant set up maintained through AMC. Regular cleaning of overhead tank is taken up.

Sanitation: Institution ensures 24/7 water supply to all the washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time.

Separate bins for disposable materials are available for the convenience of the students. These are emptied every day. Air fresheners are placed to give an aromatic fragrance. Adequate number of washrooms, restrooms are provided for staff and students. As a part of science club activities the students' designs posters and banners sensitizing their peers regarding sanitation protocols, thus bringing significant behavioural changes. GHMC takes care of the maintenance of the sewage facility of the institution.

Currently, the institution is in compliance with WHO COVID appropriate SOPs and following the ICMR guidelines.

Green cover and pollution free environment

A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address to these issues, a green greenery is grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by a designated gardener and keen observation by the Principal. Inside campus, a garden is maintained with over a 100 variety of shrubs, plants and flowering creepers adding to the serene atmosphere. Many of the plants are of medicinal value. There are also exotic plants such as orchids and pepper plant – cutting of which are brought from all over the country.

Behind the campus, a large area is kept in its pristine nature are some trees to provide green coverage to the open land. Programmes like Harithaharam, Jeevaharam plantation are initiated. These species of plants and trees enable the student teachers of better understanding of important botanical concepts and innovative teaching approaches. The boundary walls in this area are painted with ecological messages, pictures and drawings sending a messages of an eco-friendliness. These messages act subconsciously on the students to embrace values such as sustainable living, protecting the environment and so on. When the garden is in full bloom, it creates a serene and picturesque view with the sense of mental bliss.

The open-to-sky atrium is also maintained regularly and used for open air activities. The library, which is the hub of knowledge acquisition and learning is kept clean and dust-free. The book racks are dusted regularly. Sometimes books are shifted according to its subject entries into new cupboards/shelves.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Link for additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.15

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
.055	.040	.040	.035	.012

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Locational Knowledge and Resources

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the college within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road.

Resource persons, Osmania University personnel, faculty from colleges of education, principals and staff from cooperating schools are invited for seminar, workshops and conferences. Benefits of sharing expert advice from the parent university is possible for it is situated at a closer distance. Faculty exchange is convenient for travelling to Educational Multi-Media Research Centre (EMMRC) for reading of video lessons pertaining to B.Ed. and M.Ed. curriculum. Faculty visits the parent university for declaration of results and seek clarifications in any areas of administration and academics.

The playground in the model schools are utilized for purposes of sport and games. At times the spacious halls are used for large scale events. Students and staff have the usage of an in-house gymnasium furnished with exercise necessary equipment. Adjacent to the college is a site – Sacred Space wherein cultural exhibitions, mental and physical well-being activities are held. Handloom exhibitions of weavers are organized at this centre which would give an exposure for cultural studies project in this college.

Travelling agencies and immigrations consultants are some of the much needed resources available on the same street as the college for instant bookings on emergency.

A womens hostel for women nearby is recommended to students travelling from a distance, which can be availed at affordable prices, especially during examination.

PG students have several options for seeking participations in their research projects, as well to complete the internship modules of the teacher education programs.

‘Sakhi’ an NGO organization which works for bringing awareness about atrocities against women and empower our student teachers’ are very closely. Situated. Their expertise are called for extension talks and they visit college to keep our women candidates updated on women issues.

National Institute for Mentally Handicapped and Hearing Impaired are closely situated. PG students are sent for internship in these institutions to internalize the academic and vocational input to Children With Special Needs (CWSN).

To harness inclusiveness, the college dips into the resources of the nearby rehabilitation centers Swekar Upkar so that the students’ teachers are exposed to the facilities available to students with disabilities.

Community Practices

Challenges.

Leveraging Community Practices and Challenges

There is a strong PRO with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared at source are either shared with government schools on request. During internship student teacher trainees have access to all scientific equipments from the all scientific equipments from the laboratories for conducting practical activities related to the content in subject methodologies.

Community Leverages are established through MRO’s from Mandals, Human Rights Associations, Asmita for legal aspects, Heads of slum area to contribute their support in organizing outdoor extension camp

activities		
File Description	Document	
Documentary evidence in support of the claim	View Document	
Link for additional information	View Document	

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice I

Internalizing Pedagogical Skills

1. Title of the Practice: Arming Students with the Power of Change

2. Objectives To

- equip student teachers with knowledge and a desire to understand
- prioritize ways to create inclusive environment.
- build students with resilience
- develop students with voice and leadership
- restate pedagogical skills so that they can confront the challenges of the 21st century workforce.

1. The Context: Pedagogical skills aims to create its processes that enable students to organize independently, scientifically the methodological processes. It include the capacity to plan, initiate, lead and develop both general and subject specific knowledge. It also includes the capacity to connect the research in the subject of interest.

2. The Practice: The programmes provide ample inflection points for developing pedagogical skills as follows:

The Entry Level: Setting the stage for professional networks and are briefed on the provisions and services available.

Admission Process: Student profiling is used for their SWOT.

Content Test: is administered Methodology wise to measure the levels of conceptual understanding.

Mentorship: B.Ed and M.Ed students are assigned to mentors

Internship: At different levels of schooling affiliated to different boards.

B.Ed: Prior to internships students are oriented for simulated classroom teaching and receive hands on training in preparing, low cost improvised teaching aids. Regular course work and certificate courses ensure usage of ICT.

M.Ed. : Internship program integrates hands - on approach with a theoretical basis preparing students for a smooth transition to the professional front, and workplace culture.

Library Hours: Students are encouraged and provisions are made in the timetable for students to inculcate reading habits.

Participation in Events: Pedagogical skills are fine - tuned through mandatory participation in clubs and college activities, celebration of festivals, community outreach activities, for which participation certificates are given.

Professional Progression

- Focused Assignments
- Placement drive

1. Evidence of Success: Some of our students continue higher education as well as to lateral professionals like school counsellors, administrator's principals, research and development, content

writers etc.

2. Problems Encountered:

- diverse socio - cultural backgrounds
- integrating high end technological enhancements
- balance home and work

1. Resources Required:

- academic tutoring
- phased assignments

Best Practice II

Title: Human Resource Development

Objectives to:

- enhance higher education in the global and Indian contexts
- keep abreast with latest developments and opportunities for development of personality
- promote research
- sustain quality teacher education

Context: adaptive to the changing environment and continuous updating of skills.

The Practice:

- Induction of new recruits on the College's values, norms and tasks.
- Training & Development
- To participate in quality enhancing webinars and workshops at state, national and international levels.
- **Compensation and Benefits** : Employee Assistance for study leave.
- **Faculty Outreach Programs** as resource persons, external examiners, judges for competitions, assessors for teacher performances.
- **Research and Development:** Faculty are encouraged to publish research papers.
- **Evidence of Success:** Successful completion of MRP's, since the last NAAC inspection, regularly publish research articles both in UGC recognized peer reviewed journals and in- house journal 'Pedagogy and Praxis'.
- Degree certificates and additional qualifications are recorded.
- **Resources Required:** external funding, health care, crèche and day care facilities.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

“To serve with Love” is our motto and “Treat others what you wish for yourself” is an old adage. Being contemporary of Fredrich Froebel, Marquis De Borolo, history made us more humane. Considering education as a matter of love and responsibility, this mission was handed down from Mother Enrichetta to the Sisters of St. Ann of Providence from Turin to India. Till date, educating women and child is the prime aim of this institution with love and responsibility.

The institution through environmental education, clean and green campaigns, preservation of natural wealth, challenging inclusiveness, hand holding women in crisis, services during national calamities, networking with schools and community for ‘Back to School Programme’, Participating in Active farming involving in Human Rights Day, Women’s Day, Communal Harmony and incorporating all these sensitive issues as value based lessons to cultivate tolerance and love among the teachers’ with an objective of humanistic and holistic approach to pedagogy guided by ‘environmental stewardship’, a concern for peace, inclusion and social justice.

Character training is considered to be the supreme task of education. In our Institution, Virtues like respect, responsibility, love, honesty, tolerance and co-operation are strengthened to parents and teachers at pre- school stage through social consciousness, democracy in education, freedom, play and joy. Self-corrective-auto-educative approach are blended with freedom of the individual and development of love towards and right relationship with others. This is called ‘Living awareness’. We also translate Paulo Freire’s suggestion not to dichotomize teacher-student relations. This institution is distinctive in addressing the “Narration Sickness” of teachers and focuses on problem-posing education which is dialogical

‘Peace on Earth’ and ‘Fraternity is possible through ‘exchange of gifts’. It is a regular practice of this institution to share ‘gifts of gratitude’ with homes for the aged, orphanages, destitute, street children, support to Alumni and the needy candidates. This act says ‘Annite family is the well spring of fraternity’. We are the “Voices of the heart, mind and hands to uphold the united efforts in a broad educational alliance of a global village of Annites with the “Wings of Love”.

Memorandum of Understanding with esteemed universities nationally and internationally is signed to create a universal consciousness of brotherhood for exchange of quality inputs we practice units of love,

friendship and parenting under the theme of caring for strangers and global others and we endure to study war, poverty and tolerance, in addressing the E-Human made world. 'Quest for happiness'. We strive to confront globalization of indifference and create a common home of global connectedness through quest for happiness. Faculty and management build 'Happiness quotient' through the "rope of hope" and "social quality".

We are different and smart. We make 'body beautiful' through choreography, theatre arts as creative outlets of expression. Teacher educators are distinctly talented in stimulating the latent possibility of aesthetic experience. Reflective Journal and Portfolio analysis authentically prove the expression of psychic states, ultimately associated with emotional conditions.

We are distinct in a psycho-socio-emotional-motor domain of preparing joyful, happy teachers for tomorrow who would "Serve with Love".

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Establishing itself in the Telangana soil for empowerment of women, this College strives to maintain high standards not compromising on the quality. The faculty endeavours to search for new venues of knowledge, to sustain its position in the field of education. Integrating relevant and meaningful industrial experiences with NGO's, the faculty builds teaching skills that could be extrapolated into their internship phase. Over the past 56 years, the college has progressed towards ICT resources, technology based educational experiences, are commissioned for first-hand exposure. In addition to this, the college also articulates new directions towards innovation and research supported by qualified faculty to ensure and enhance content and skill repositories in the student teachers.

The students from rural areas are approached with a bottom-up strategy to facilitate equity in instructional transactions. Internal quality benchmarking of the college anticipates students' expectations. The outgoing B.Ed and M.Ed students are exposed to CTET/NET coaching by the faculty. Philosophical, sociological and psychological aspects of education are ingrained into for conceptual clarity and comprehension for attempting these eligibility examinations. The institution deputed its faculty to the schools for School Quality Assessment Framework (SQUAF). For as much as said about the institution, the alumni are brand ambassadors for the name 'Annite'.

Our strengths is our faculty who cultivate the habit of identifying in the students listening to their 'inner voice.' We are attuned to complex situations and support tailor – made designs to approach them. We strive in building engaged schools, focusing on its people and not in the process. Our mission is people driven. In this era of technology, we respect all outstanding teachers' and scaffold them to leverage their natural talents. Keeping the professional distance intact, the students are respected and encouraged to propose new subjects to be offered in the curriculum. In the STEAM concept, the 'A' i.e Art is being encouraged and nurtured by the college. The college is gearing up to set our targets higher, to reboot our operating systems and attempts to be excellent in areas that set stage for human resources who model themselves towards the vision and mission of the college.

Concluding Remarks :

Renowned as the best teacher education college of the Telugu speaking States, this College focuses on curriculum that is challenging and demanding to engage its students deeply in practical activities. Being responsive to socio-economic conditions and environmental issues, the institution takes pride in strengthening students' personal / professional dispositions. Excellence in diverse areas should be recognised and rewarded. Growth and development is a continuous process rather than an event. The network of "opinion" which apex bodies, in-house statutory bodies, external audit measures, stakeholders operate with us reflects our capabilities. The set ideas constructed by psychologists, philosophers, sociologists and pedagogical point of views are adopted and practised by this college. This evolves a self-study which results in a 'self-concept' appraisal and reflective practices which gives a positive healthy direction to the institutional functioning. It has a phenomenal record for a healthy, realistic and supportive measures for women and child well-being, as well as accommodating individual differences. The eco-system of this college encompasses objectives, teachers, students, a curriculum, materials and resources, provision of activities, time-table, work schedules, an evaluation system, and teaching methodologies to create a socio-emotional climate.

Continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment following the prescribed guidelines. NAAC parameters, NCTE norms, international benchmarks to audit our academic, administrative and other general aspects of quality inputs which controls, enrich and empower performance. We are independent and accountable in assuring quality. MoUs and networking has made us more professional in our approach towards quality benchmarking. The Autonomous status has made in progress beyond the boundaries in identifying global challenges. The governance has periodically assessed the performance in auditing Economy, Efficiency and Effectiveness (EEE). The 3 E's have proved our worthiness being met reasonably in increasing stakeholders satisfaction, reducing and managing wastage and gaps, to align operation with the mission and strategy. To move forward for a ranking procedure for teacher education institution, both quantitatively and qualitatively under National Institutional Ranking Framework (NIRF) which would further be productive in our journey of creating resourceful, rich, knowledgeable teachers for the nation and at global level.

NAAC