YEARLY STATUS REPORT - 2022-2023

Part A
Data of the Institution

1.Name of the Institution	**St Ann's College of Education**
• Name of the Head of the institution	**Dr Dorothy DSouza**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**8277349089**
• Mobile No:	**9483883989**
• Registered e-mail ID (Principal)	**stannscollegeofeducation1943@gmail.com**
• Alternate Email ID	**stannscollegeedn@gmail.com**
• Address	**Opposite Head Post Office, Rosario Church Road, Pandeswar**
• City/Town	**Mangaluru**
• State/UT	**Karnataka**
• Pin Code	**575001**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Women**

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Mangalore University**
• Name of the IQAC Co-ordinator/Director	**Dr Sharmila L Mascarenhas**
• Phone No.	**9880639219**
• Alternate phone No.(IQAC)	**08242427360**
• Mobile (IQAC)	
• IQAC e-mail address	**IQAC@stannscollegeofeducation.org**
• Alternate e-mail address (IQAC)	**mayfair23@yahoo.in**
3.Website address	www.stannscollegeofeducation.org
• Web-link of the AQAR: (Previous Academic Year)	https://www.stannscollegeofeducation.org/lms/aqar
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.stannscollegeofeducation.org/uploads/lms/Academic%20Calendar%20-%202022-2023.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	**A**	**3.02**	**2023**	**03/03/2023**	**02/03/2028**
Cycle 3	**A**	**3.71**	**2014**	**10/12/2014**	**09/12/2019**
Cycle 2	**A**	**3.63**	**2009**	**31/10/2009**	**30/12/2014**
Cycle 1	**Five Star**	**Nil**	**2001**	**03/08/2001**	**Nil**

6.Date of Establishment of IQAC	**25/10/2012**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

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

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

Faculty development programmes

Feedback mechanisms

Organization of seminars and workshops for students

Strategic planning

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

Plan of Action	Achievements/Outcomes
Nil	Nil

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13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	25/01/2024

15.Multidisciplinary / interdisciplinary

As per NEP (2020) recommendation, all the standalone Teacher Education Institutions have to convert themselves as Multidisciplinary Institutions by 2030. In view of this the institution has discussed this matter in the statutory bodies meetings namely, Governing Body, Academic Council & Board of studies. It has been decided to work on the possibilities of converting the existing Institution to Multidisciplinary Institution or to merge witn the exisiting Multidisciplinary Higher Education Institution run by the management and begin with Education department to run all types of Teacher Education Programmes. The Institution is awaiting for the call of applications from NCTE for 4 year Integrated Teacher Education Programme(ITEP).

16.Academic bank of credits (ABC):

The institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits.

17.Skill development:

The Institution gives utmost priority to skill development in training teachers. The existing curriculum has been enriched by planning and executing the most needed value added courses for teachers on "Communication skills" as its one of the 21st century skills. A number of open elective courses are focussing on skill development. As recommended by NEP(2020), the institution will redesign the B.Ed & M.Ed. programme with due focus on skill development courses in offline, online and blended modes of

transaction.

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

The future Curriculum in Schools based on NEP(2020), recommends the introduction of an engaging course as electives to secondary school students on "Indian Knowledge systems". In view of this, the institution will make attempts to design teacher training courses to enable the pre service teachers to appropriately integrate "Indian knowledge System" in school set up. The Institution will redesign the curriculum and offer a number of Indian languages as Pedagogical subjects.

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

The institution has already redesigned the existing programmes with appropriate Programme Learning Outcomes(PLO'S) and Course Learning Outcomes(CLO's). All the programmes offered by the institution in future will be focussed on Outcome based Education with appropriate PLO's, CLO's and their mapping. Appropriate Assessment mechanisms will be developed to ensure the CLO's & PLO's.

20.Distance education/online education:

As envisaged in NEP (2020), the institution will focus on providing flexibility to all its stake holders in running all the programmes through maximum Technology Integration. The institution has already begun the process of Library digitization under the central government scheme for its quick implementation. In future the institution will focus on Technology integration and offer inservice and pre service teacher education courses/programmes in online, offline and blended modes.

Extended Profile

1.Student

2.1	108
Number of students on roll during the year	

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

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**25**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**58**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**58**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**55**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**39.17 Lakhs**
4.2 Total number of computers on campus for academic purposes	**81**

3.Teacher

5.1	**18**

Number of full-time teachers during the year:	

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

5.2	5
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Phase I: The new trends in school education are identified and objectives are been specified. The input from different participants such as teachers, alumni, heads of institutions, parents, community members, students and administrators is periodically taken and based on the suggestions given is discussed in the staff meetings. Faculty makes specific observations during transaction of the curriculum and the need for modification is noted.

Phase II: Staff meetings are conducted to discuss about the existing development of new curriculum such as Planning, content and methods, implementation and evaluation according to the need and feedback. The first phase of validation of draft curriculum is done by faculty members as a team.

Phase III: The first draft curriculum is placed before the Board of Studies. The experts review and validate the curriculum providing suggestions based on the local, national and global needs. The suggestions given by the Board of Studies is incorporated and the second draft is prepared.

Phase IV: The second draft is placed before the Academic Council. The clarifications about the changes made in the curriculum are reviewed, analyzed and scrutinized. It is finally approved by the Academic Council.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.stannscollegeofeducation.org/lms/plo
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

18

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

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

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

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File Description	Documents
Data as per Data Template	[View File](#)
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

00

File Description	Documents
Data as per Data Template	**No File Uploaded**
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

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

1. Perspective and Pedagogical courses give a of theoretical

basis of curriculum, various pedagogical approaches and evaluation techniques. The practice in teaching and internship gives opportunities to put theory into practice and get a practical knowledge of various schools and departments. Action research, developing unit plans, notes of lesson, creating and maintaining resources and organizing academic and co-curricular activities are of concern.

2. Micro Teaching, team teaching, Simulation Lessons, ICT lessons train the teachers to practice specific teaching skills. The cooperative schools and teachers provide full support and feedback. Training in administering psychological tests in assessing various mental abilities, achievement, ability and personality. Action Research, Research Projects, Dissertation for M.Ed. focus on preparation and validation of tool, analysis and interpretation of data and writing of results and conclusions. The Science Club, Electoral Club, Eco Club and Literary club encourage individual and group activities. The papers on ICT basic and ICT Applications develops expertise in use of ICT tools.

3. The Internship programme ensures the professional preparation and gives a practical learning experience to develop understanding of the teaching profession and future prospects of working conditions in that profession.

4. Celebration of days of significance, Sports day, Spiritual Orientation, Service learning

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

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

The Perspective paper on Education in Contemporary India discuses about the diversities of systems of schools in India focusing on the

objectives, assessment patterns, features and functions related to academics and administration.

The Perspective paper on Inclusive Education emphasizes provisions, challenges and standards in diverse school situations. And compares about functioning, structure and curriculum patterns in special schools, integrated and inclusive school set up. Students are trained in preparing instructional materials and Individualized Education Programme (IEP) related to slow learners, gifted and inclusive groups.

Students are addressed about the conceptual framework of Educational Administration and Management, role and functions at Centre and State and trained in organizing school programmes and activities and maintaining school records through teaching the Paper on Educational Management and Administration.

During Internship, the Interns visit various schools and offices with the purpose of learning the functioning of CBSE, ICSE, residential schools, special schools, Block Education Office and DIET.

The Perspective Paper on Secondary and Senior Secondary Education for M.Ed. addresses the functioning of various Boards in India and abroad with a comparison on basis of teaching, assessment methods, curriculum, features with respect to different types of schools both at the centre and state.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View File](#)
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

- Enhancing professional capacities in using differential instruction, Individualized Education Programme and critically

reviewing issues and policies of Inclusiveness.
- Apply appropriate Technology by browsing educational websites, opening education resources and ways of integrating ICT into learning process.
- Writing appropriate learning instructional objectives and learning activities for content, applying appropriate techniques and tools to evaluate students learning and learn basics of educational statistics.
- Provide instructional experiences through Models of Teaching, applying the Teaching Learning strategies and techniques to plan and execute lessons during Practice in Teaching, and preparation of teaching learning materials.
- Training to design unit plans and lesson plans, unit test, diagnostic test and remedial instruction, familiarizing with resources, acquisition of teaching skills, expository writing, content enrichment workshops.
- Innovative practices in teaching with assignments related to designing modules for facilitating learning.
- Administration of psychological tests and conduct a case study
- Knowledge of integrating teaching skills and simulation of lessons to improve their abilities, skills and expertise.
- School Lessons and Reflective Diary focus on training students in critically analyzing peers lesson, record the observations, provide appropriate suggestion for improvement and maintain reflective journal.
- Research Project helps students to undertake action research projects in any one of the areas related to school education.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

55

2.1.1.1 - Number of students enrolled during the year

55

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

19

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

25

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

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

5

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

5

File Description	Documents
Data as per Data Template	[View File](#)
Certificate of EWS and Divyangjan	[View File](#)
List of students enrolled from EWS and Divyangjan	[View File](#)
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

1. Admission Cell: Admission Committee headed by the Principal, Vice Principal and representative faculty conduct Admission process to secure admission with Distribution of application forms and College Prospectus-This includes inquiry about candidate's fulfilment of basic requirements; Collection of application forms and preliminary data. Eligible candidates submit their application forms with necessary documents followed by Candidate Interview and selection with 50% of candidates seeking admission to get a holistic view about B.Ed. and M.Ed. Programme.

2. Based on eligibility conditions and previous academic performance, the learning needs of students are addressed by these means: Interactive sessions with the faculty to identify strengths and weaknesses among students. The students express about their talents and potentialities with reasons for undertaking the programme. Interactive sessions with former batch of students to express their opinions and a brief outline of the entire programme which strengthens academic support among students

3. To evaluate readiness of students to undergo the professional course Teacher Aptitude Test is analysed and evaluates students' potentials for teaching profession different clubs and cultural activities according to interests of students Content test is given at the entry level to judge the language and subject competency. Pedagogy teachers orally teach and revise the content

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

8

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

2.3 - Teaching- Learning Process

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

1. Interactive and Participatory approach-used in transacting subject matter

2. Experiential Learning- to allow students to relate and reflect on their content, specialized and pedagogical knowledge, skills and attitudes

3. Focus Group Discussions –class lectures to organise learning, discover ideas on a particular topic.

4. Problem Solving Skills - action research projects, club activities, models of teaching and certain classroom activities to emphasize

5. Active Learning Strategies in transaction of content

6. Reciprocal teaching strategy used by teachers to summarise the text at the end of the instruction.

7. Collaborative Learning- teach concepts with higher order thinking, builds self-management skills, increases self-esteem among learners.

8. Flipped Classrooms - to transform learning into an interactive flexible learning environment

9. Blended Learning - Teachers use blended mode to facilitate deep discussions, collaboration and initiate problem solvingopportunities. 10. Online Modes of learning The M.Ed faculty have developed e content course through Moodle- to create a

personalised leaning environment with preparing video scripts and presentations using ICT. Assessment through online Quizzizz, Testmoz

11. Lecture Discussions and seminar Presentations

12. Team Teaching Teachers involve Post Graduate students and teach Under Graduate students on certain topics. Teachers evaluate learning activities and proficiency of subject matter

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://stanns.gnomio.com/
Any other relevant information	No File Uploaded

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

110

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	[View File](#)
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	[View File](#)
Geo-tagged photographs wherever applicable	[View File](#)
Link of resources used	https://nios.ac.in/?aspxerrorpath=/media/documents/SrSec313NEW/313_Chemistry_Eng/313_Chemistry_Eng_Lesson1.pdf,https://sciencetrek.org/sciencetrek/topics/force_and_motion/fhttps:/unacademy.com/lesson/chapter-8-hoysalas-of-dwarasamudra/NR87DR6Jacts.cfm,
Any other relevant information	[View File](#)

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

During the commencement of the academic year, students are divided into groups or teams randomly and a mentor is assigned to each team. The mentoring etiquettes such as confidentiality, self-respect and a healthy relationship are highly maintained between the mentor and the mentee.

The College prepares students for their professional transition by dealing with student diversity. Students are guided in organising activities and are trained to take up research projects to facilitate relationship with the mentor and thus strengthen and challenge one's interest in the broad new area. Every faculty in the institution takes the role of a mentor for oneself, with colleagues and authorities in terms of sharing certain core skills such as decision making ability, using his/her potentials for the growth of

the institution, The ability to manage home and work stress is one of the best skills a mentor can have. The mentor will be able to prioritize the work and work towards its completion in a positive manner.

The most significant factor highlighted is readiness and willingness to take up any task at hand. The mentors update students with recent developments in education and life. in order to bring about lifelong learning opportunities in the future.

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View File](#)
Any other relevant information	No File Uploaded

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

Case 1: Models of Teaching

The Inquiry Training Model develops information-processing and problem-solving skills. Concept Attainment Model develops the power of innovative imagination and focuses on improving analytic skills,

in depth content mastery. Synetics Model increases creativity among learners in regard to fluency, originality, flexibility in thinking and elaboration of concepts. Impact of Models of Teaching on Students The social efficiency, personal abilities, cognitive abilities and behavioural aspects of the students are developed through using teaching models which in turn helps in stimulating situations that bring about desirable changes in students.

Case 2: Advanced Pedagogy

With the prime goal of enhancing learning performance, to understand the importance of various innovative instructional materials and to acquire the art of designing modules with the help of technology, the Course Paper : BEDCBCS 4.3 –Advanced Pedagogy on Specific Subjects of Study is designed to create a rich learning experience among students in their respective pedagogies. Impact on studentsThese practical aspects strengthen learners' development in meeting their needs. The students, specifically with diverse needs in the classroom are found to show more interests and enhance their knowledge when teachers focus on a structured approach to teaching by using the innovative methods of teaching.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	All of the above

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of each response selected	[View File](#)
Sample evidence showing the tasks carried out for each of the selected response	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence showing the activities carried out for each of the selected response	[View File](#)
Report of the events organized	[View File](#)
Photographs with caption and date, wherever possible	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Selection

Internship is coordinated by a faculty. Request letters or a phone call to CBSE, ICSE and State Board schools to accommodate students for internship is sent. We receive request from schools inviting us for the same. After acceptance, students are allotted pedagogy wise in two's.

Orientation-Principal

The Principals and Mentor Teacher of host schools are invited for an orientation. Instructions are given for activities to be carried out and expected outcome. Instructions to feedback mechanism is given. Schools are requested to provide professional support to the interns.

Orientation - students

Orientation for interns is organized. They are given general guidelines regarding teaching and maintaining record. They are instructed to comply with the rules of the host schools. With due consultation with subject-teachers they plan and execute it.

Role - Teacher Educator

During staff meeting teacher educators are consulted and their role is well defined. Pedagogy specific instructions are given.

Assessment Modes

Assessment formats for lesson supervision by subject teachers, mentor teachers, peer feedback, reflective journal and other activities are designed. Criteria is made known to the interns. Visit to Innovative Schools Student are exposed to ICSE, CBSE and State Board schools. This familiarizes them to meet diversity.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

48

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

By Teacher Educators

They supervise interns in the host schools on a regular basis. Lessons and activities are observed. Feedback from Mentor teacher and Principal is obtained, and intern is guided to refine teaching competencies. Constant monitoring is given priority.

By School Teachers

School teachers record their observations with regard to planning of instruction, content delivery, use of TLM, classroom management, assessment modes, use of technology, acceptance of feedback and execution of co-scholastic activities. Feedback is recorded in the format prescribed by the institution. Besides, subject teacher also guide the interns with subject specific feedback and positive reinforcement is given.

By School Principal

Principal is overall charge of the interns. She appoints mentor teacher for the intern for a close supervision and she in turn updates her with the incremental growth. Occasionally observes lessons and provides constructive feedback.

By Peers

The peers are encouraged to observe classes of student teachers and

provide suggestions for improvement. Observations in terms of content mastery and delivery, use of TLM, classroom management, use of ICT, and assessment techniques used are recorded and feedback provided. Certain activities are planned and executed together. Comprehensive monitoring by different persons ensures a thorough analysis of interns performance during internship.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

17

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

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

10

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

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

131

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

131

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The In house discussions held are:

1. New Education Policy 2020

Discourse about principles of the policy and vision regarding many dimensions is made.

I. Discussion on the implementation of Two year B.Ed degree Programme

II. In house discussions to Research such as Pre-colloquiums and PhD viva voce. External examiners from different Universities conduct Pre-colloquium of research scholars and PhD viva voce.

III. Teachers attend various academic programmes Teachers attend seminars, conferences, workshops, Faculty development programmes

IV. Techno- Pedagogy Workshop was conducted with effective discussion in the meeting, an online workshop on developing online modes and e-content development was conducted for school teachers.

2. Share information with colleagues and other institutions about policies and regulations

I. The faculty who attend various educational programmes make an attempt to share their knowledge with the colleagues

II. Discussion on implementation of two year B.Ed. Curriculum

III. Exchange of information regarding rules and regulations, norms, functioning, curriculum structure, assessment patterns, nature of activities is shared with colleges and implemented depending on needs of the institution.

IV. Information shared in online groups such as WhatsApp

V. Sharing of educational information among staff A file concerning the invites and brochures of various programmes are maintained for references.

File Description	Documents
Documentary evidence to support the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The institution follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and is beneficial to both students and teachers. Students are able to enhance their existing knowledge and receive regular feedback on their learning progress. Teachers to diagnose learning difficulties and plan remedial instruction on the basis of continuous internal assessment. Two internal tests and an exam at the end of each semester is conducted.

The allotment of marks for semester and internal tests is 80 and 20. Semester exam include theory papers and internal tests marks is based on their test marks and presentation and submission of their assignment. Question papers are designed according to Bloom's revised taxonomy. Internal assessment marks is displayed on the college notice board and students approve it by duly signing the same. The EPC courses are assessed differently depending on the nature of the subject either through assignments, presentation or activities. A different evaluation criteria is developed keeping in mind the subject objectives and students are assessed objectively.

The criteria for evaluation is made known to the students at the beginning of each semester. Constructive feedback is given to the students to accelerate learning and remedial instruction is also planned.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	**No File Uploaded**

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

Controller of Examination is responsible for the conduct of Semester final exams. This office designs guidelines for the smooth conduct of internal exams and orients students and attends upon redressal of grievances. Grievances related to Semester exam are reported through filling of appropriate documents which the institution has designed in par with Mangalore University and appropriate charges are levied. Appropriate actions are taken by the Controller of Examination.

The Exam Committee takes care of internal assessment and explains the procedure for redressal of internal exam related grievances at the beginning of the academic year. The Internal Assessment is

transparent and the performance of students in the internal exams is assessed within a week after the test.

Students are free to clarify their doubts with the concerned faculty. Staff gives appropriate explanation to the doubts raised by students. When unsatisfied with the explanation, they approach the Exam Committee and grievance are expressed in writing. The Exam Committee convenes the meeting with the student and teachers involved to discuss the matter. It weighs the evidences available and makes decisions for the redressal of test related grievances. The group grievances of students if any, are also brought to the attention of the Committee.

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

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

The academic calendar is developed by the faculty during institutional planning. It is designed after a rigorous process of consultation with the academic and administrative units and based on feedback of the previous year. The same is placed before Board of studies, Academic Council and Governing Body of the College for review and based on the cosntructive suggestions and ideas given by the acadeimic bodies,it is passed to be implemented.

The approved academic calendar is uploaded on the college website and also displayed on the notice board. The academic calendar includes the scheduled dates of internal assessment of both theory and practical papers. This enables teachers to plan teaching-learning process and it serves the purpose for the students as they can prepare for the tests and semester exams.

The institution adheres to the academic calendar for the conduct of internal test. At times test schedules are subject to change according to unforeseen circumstances. In such occasions students are informed much in advance so as to avoid any confusion. Valuation of answer scripts, announcing the results are completed within ten days and grievances related to exams or any changes made regarding exams or acadmeic matters are addressed through proper channels.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

PLO and CLOs are the crux of teaching-learning process. They enable prospective teachers and teacher educators in their professional excellence. Teachers consider CLOs for every unit and plandifferent aspects of subjects they teach. They plan assignments, constructive approaches, teaching materials, collaborative tasks, content enrichment programmes, discussion on contextual linkages, group projects and special lectures each semester.

Tasks and assignments are given to develop their professional competencies. It prepares them for modern society with academic, research and professional excellence. Through discipline based courses academic and professional competencies are developed. Activities are designed to give an understanding of socio-psychological perspectives of the learner and acquire expertise on curricular and pedagogical concerns of the learner.

Research skills are fostered through subject like research project wherein student-teachers are taught to construct different assessment tools and methods to carry out research. Students at the end of the course exhibit competency to independently undertake research work and publications of high quality. Social competencies are developed through need-based community oriented programmes.

While personality development programmes cater to enhancement of personal competencies, spiritual empowerment is promoted through value oriented educational programmes. The entire process of teaching and learning is thus carefully planned and executed for different programmes.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	**No File Uploaded**

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

Performance of student is measured in three domains, i.e., cognitive, affective and psychomotor. Cognitive attainment is monitored through the scores obtained in internal and semester exams. Development of professional attributes are traced through learning tasks and personalized by teachers to suit the needs of learners.

The institution conducts two internal tests and an exam at the end of each semester. Attainment of CLOs is analysed and checked. Students who failed to attain are mentored by the staff and remedial support is planned. Academic activities and assignments are planned according to different subjects taught in the semester.

Remarks in all these dimensions are recorded in the transcript of internal assessment. Teaching competencies are measured during Micro-teaching, integrated and simulated lessons, practice-in-teaching, ICT based simulated lessons, lessons taught during internship, observation of peer lessons, self-reflection through reflective journals.

Research competencies are evaluated through 'research project' for B Ed students and dissertation for M Ed students. In addition, EPC

comprising Reading and Reflection, Drama and Art in Education, Understanding Self and Yoga, Language across curriculum and Application of ICT. Evaluation criteria is drawn by the staff for various above mentioned papers and the attainment of PLO and CLO is checked. File Description Document

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

44

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Learner needs are identified through the mentoring. Internal assessment is aimed at tracking student performance at cognitive, affective and psychomotor domains. Besides, through teacher aptitude test professional competency is assessed at entry and exit level. Life skills, ICT skills and social skills are assessed and catered to by concerted efforts of all teachers. A number of skill development initiatives are planned.

The institution collaborated with educational agencies to organize

soft skill and life skill training for students. The teachers encouraged the students to use library resources. Incremental growth is observed in developing teaching competencies and pedagogical content knowledge from semester to semester.

This is made possible by the teachers who assess students' growth through the evaluation criteria developed by the staff. The ICT usage of students showed a sharp increase. This evidenced the success of ICT Basic Course and ICT Applications in acquainting students with digital technology and encouraging them to use technology for teaching-learning. The Pedagogical Content Knowledge of the students showed an increase. This becomes a basis for the continued efforts of the institution to design learning experiences to cater to the needs of the students.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Three of the above**

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

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

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

3.2 - Research Publications

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

12

File Description	Documents
Data as per Data Template	[View File](#)
First page of the article/journals with seal and signature of the Principal	[View File](#)
E-copies of outer jacket/contents page of the journals in which articles are published	[View File](#)
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

0

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

841

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

841

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

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

Nil

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government /

recognized agency during the year

`0`

File Description	Documents
Data as per Data Template	**No File Uploaded**
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

`0`

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

`0`

File Description	Documents
Data as per Data Template	**No File Uploaded**
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

`Nil`

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

- **The main campus is located in the urban area of Mangaluru City Corporation of Dakshina Kannada District of Karnataka.As per the statutory norms the institution has adequate number of classrooms, halls, laboratories, space for conducting instructional activities for students, separate rooms for the principal, faculty members, office for the administrative staff.**
- **The campus has an area of 8 acres and built up area is 6594.73 square meters. The college has 4 floors and with adequate parking facility.There are adequate number of well-equipped and ventilated classrooms with ample seating arrangement for General classes and pedagogy classes with ICT facilities (LCD projectors) along with provision for displaying teaching learning materials. 7 classrooms out of 8 are equipped with ICT enabled facilities**
- **A conference hall having seating capacity of 250 people with**

LCD Projector,to conduct conferences, seminars, workshops, training sessions, campus get-to-gather, alumnae meetings, memorial lectures, morning assembly and co-curricular activities.

- Library has a collection of 34,653 Books and journals and there is a facility of Digi-library
- Science Laboratory with equipment's and materials for demonstrating and performing experiments
- The institution has well maintained play ground for indoor and outdoor activities, gym with a required fitness materials,museum,guestroom,restrooms, hostel facilities in the campus.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://stannscollegeofeducation.org/uploads/lms/ICT.pdf
Any other relevant information	No File Uploaded

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

411707

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

- **The College has a spacious well equipped and well-furnished Library. The library is automated, and has a spacious reading hall**
- **The Main Library specifically meant for B.Eds. Two separate rooms are set aside,for M.Ed. Students and Research Scholars**
- **Library has a collection of nearly 34,942books, 58research journals/ periodicals which includes collection of Reference Books, Educational and Research Journals, Surveys, magazines, dissertations, doctoral theses, Encyclopaedias, Psychological Test Manuals, Atlases and other reference material**
- **Library has Open Access System. Books are classified according Dewey decimal classification and kept in the cupboards subject-wise alphabetically. The Research-oriented Journals are displayed in racks in the Research Library and the Subject oriented Journals and Periodicals are in the main Library. All the books are bar-coded and are issued to users by reading the barcode of the document**
- **The software 'EASYLIB' is usedto search the database of books based on Author, Title, and Subject catalogues**
- **Lending of Books- Three books will be issued at a time to the students for a week.In addition, there is a facility to issue One Reference Book to the Students for overnight study.**
- **All the students are given books from Book Bank for the full Academic Year.**

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://stannscollegeofeducation.org/lms/facilities
Any other relevant information	No File Uploaded

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

The project proposal on digitization programme is prepared by Society of E-Governance Digitization Data Centre (SEGDC). As a part of digital India the institution has opted for 'Digi -Library' -The Complete Transformation of Library books into digital format.

Students can access it as if reading a book. The institute shall display the board-developed and implemented by 'Society of E-Governance Digitization Data Centre (SEGDC), Kerala' at entrance of the library.

The main purpose of Digi library is to organize all the books of the college library into digital format with the help of e-library. Library Digitization work is in progress. Presently the first phase of digital library is installed. Currently the digital library is accessible in the Local Area Network only.

The college has applied for Static IP from the service provider (BSNL) upon the receipt of which Wide Area Network will be provided. The students and staff have been assigned Unique User ID and Password to access the digital library.

The needed infrastructure is installed are:

- Desktop 13/19.5 LED Monitor
- Intel Xeon server 8GB RAM 2*2TBHDD
- Networking Scanner -1 UPS-4KVA(3Battery)
- Digi-Library Software Digitization of 19834 Books

- Yii2 Basic Software : PHP7.0 or higher,
- Composer v1.8.4 or higher
- Database: MySq1

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**Three of the above**

File Description	Documents
Data as per Data template	[View File](#)
Receipts of subscription /membership to e-resources	[View File](#)
E-copy of the letter of subscription /member ship in the name of institution	[View File](#)
Any other relevant information	[View File](#)

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

118958

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

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

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

88

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Computer laboratory is updated with additional computers and internet facility for computer practical classes and to make provision for teacher trainees to develop e-lessons. Class rooms with Interactive Boards, Projectors with latest version of computers for teaching learning purpose The computers in the Research Centre and Library with internet connectivity for B.Ed and M.Ed. Students, Ph.D. scholars and the staff to prepare teaching learning material,

lecture notes, seminars, download useful information and preparation of e-content.

- Digital Library to access digital books Wi-Fi facility was installed in the year 2021 with Ruckus Wireless Access Point BSNL 200 MBPS Fiber Internet Broadband Line.
- Desktops Lenova Duel core processors with 2GB/4GB RAM , Monitor 18.5 inch- 75
- Laptops HP,AMD RAYZEN-3, 4GB RAM, 14 inch display 16
- Smartboard Promethean Interactive Display Boards 2 LCD Projectors EPSON/ BENQ 9
- Wi-Fi installed in the year 2021 with Ruckus Wireless Access Point BSNL 200 MBPS Fiber Internet Broadband Line Digital Library Digitization programme prepared by Society of E-Goverence Degitization Data Centre(SEGDC).
- Microsoft Office 365 Windows 7/ windows 10 have been purchased.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=B9kje20VQ_A
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=IdELkDEm0F0&t=7s
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

1469717

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

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

- **St Ann's College of Education (Autonomous) Mangaluru, ensures effective mechanism for optimal allocation of the available financial recourses for maintaining and utilizing physical, academic and support facilities for its effective functioning.**
- **The Institute has a well-structured management system to systematically monitor and maintain the academic and physical facilities including construction, maintenance and repairing of building, classrooms, library, electrical appliances and other physical infrastructure of college. Annual Governing Body meeting is also held to discuss the important matters related to development of the college.**
- **The institution utilizes funds for purchasing necessary equipment, experimental material and maintenance of the laboratories. Stock verification is carried out on a regular basis by maintaining a stock register for the available equipment in Science Labaoratory. Replacement of out-of-stock chemicals and broken apparatus is seen to as per the need.**
- **Every year nearly books worth Rs. 50,000/- are added to the library.The Library Committee takes a decision about the purchase of the books. The requirement and list of books is taken from the concerned subject teachers.**
- **Physical Director looks after the maintenance of sports and gym equipment. A stock register and an issue register are maintained to ensure the proper handling of the sports items.**

File Description	Documents
Appropriate link(s) on the institutional website	https://stannscollegeofeducation.org/lms/facilities
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template for the applicable options	[View File](#)
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
50	52

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

01

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

19

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

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

Student Council plays an activeand proactive role in the institutional functioning. They take leadership in planning and organizing academic as well as non-academic activities. They collaborate with the staff in the conduct of the same. They are also members in various cells and committees. They provide valuable suggestions to modify syllabus, infrastructure, curricular as well as co-curricular activities. The institution accepts their suggestions and feedback and bringabout neccessary changes. Through these the contribute towards students welfare as well as effective functioning of the institution. They monitor discipline and cleanliness drive very effeeciently. Student representatives are also involved in the evaluation of the effectiveness of the programmes of every semester and provide constructive feedback. They also represent various needs of the students for consideration and remediation. This is how the student council collaborates with the

staff to bring about changes. They act as a link between the staff and the students. There are student representatives in the IQAC of the institution and contribute towards assurance of quality in institutional programmes.Student council facilitates exchange of ideas, interests, and concerns. Student council has a significant responsibility to establish a team in which all students work constructively to develop institutional ideals.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

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

9

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni association contributes significantly for the development of the institution. Two significant contributions of Alumni Association are: Institution of the Gold medal worth Rs. 10,000/- eachfor M. Ed and B. Ed first rank holders,a cash price of 6,000/- and 2,000/- for

second and thirdrankrespectively. Content enrichment Programme: To improve the quality of education by enhancing professional and personal competencies of teacher traineesAlumni Association conducts various programmes. Besides these College conducts a number of educative programmes in collaboration with Alumni Association.The Mother Josephine Memorial Lecture is organised annually with an objective of enabling alumnae to benefit from these programmes and keep in touch with the Alma Mater. The Alumni Association brings out a Newsletter titled 'Expressions…' .Providing job placement to our students is their main and biggest contribution. Valuable and constructive suggestions are given for quality enhancement. They render cooperation in organising demonstration lessons, practice teaching, internship and practical examination. Another contribution is that they serve as resource persons for our seminars and workshops andas judges for various competitions held in our college.Board of Studies, Governing Body, Academic Council and IQAC of the College has the involvement of alumnae.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	**No File Uploaded**

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

02

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

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

Alumni contributes towards the growth of the institution by helping to build and grow our institution's brand through word-ofmouth marketing. College also relies on alumni to They provide mentoring, internships, and career opportunities to students.Alumni offers careersupport to our students through innovative schemes.It is through this support from alumni that we are also able to retain our place as one of the highest ranked institutions in India for graduate employability. Financial supportis rendered by them to the deserving poor students. Scholarships have been founded by them. They have also founded gold medal for B. Ed and M. Ed rank holders and cash prizes for other toppers of these courses. They provide constructive and valuable suggestions during BOS and Academic Council sessions for the quality enhancement of the College. They have rendered their services as resource persons for Subject

specific themes, various seminars and workshops to motivate the students and also nurture their talents. Alumnae serve the institution as members of IQAC of the College. Thus, the Alumni Association serves in supporting and nurturing the students of our College.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Principal, along with members of the Staff take major administrative decisions of the College. The College has a Managing Council and a Governing Body which regularly chalk out plans for its development. Meetings of all the statutory bodies are held as per the UGC guidelines. Staff & IQAC promote organizational development through various guidelines. Participation of the teachers in the decision making bodies in both Management and Administration regularly accept inputs from major stakeholders for improving the academic and administrative prospects of the College. In terms of academic decisions, teachers have participation and leadership in BoS, Academic Council, Finance Committee, IQAC etc. The staff regularly monitor and organize various curricular/extracurricular activities of the college.

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

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

The College promotes participative management ensuring the involvement of all stakeholders, viz., students, parents, staff, alumni, industrialists, university representatives etc. This is done through: meetings of students with faculty in various statutory bodies; annual meeting of parents and faculty, regular staff meetings keeping in view the creative suggestions of students and parents. Meetings of the non-teaching staff is also conducted periodically.

Concerted efforts of the Principal for personal interactions with faculty members; Constitution of Board of studies with due representation of all stakeholders. Elected college council for policy making/administrative decisions which meet twice in a semester; different committees and cells like research committee, admission committee, library committee etc. with teaching and non-teaching staff as members are conducted.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

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. 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 and the same is placed before the Finance Committee.

Academic: The academic calendar is prepared annually, and the syllabus is modified regularly. An induction programme is conducted to familiarize the students with academic rules and regulations of the programme. 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. Provision for re-evaluation of answer scripts at the semester end examinations is made available.

Administrative: Administrative audit is undertaken annually. Academic Calendar, Attendance and any information related to College and students is uploaded in the College website.

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

6.2 - Strategy Development and Deployment

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

SACE has definite strategic plans to ensure quality enhancement activities. HEI has twofold strategic planning i.e., academic and administrative.

Academic: To organise FDP for staff on enhancing research skills.A faculty Development Programme for the staff of St Ann's College of Education (Autonomous) was held on 6 and 7 March 2023 by the IQAC of the institution. The theme of the FDP was 'Qualitative Research Methods and Designs' and the resource person was Prof. Dr Shefali Pandya, Rtd Sr Professor and Former Head Department of Education, Mumbai University, Mumbai. A total of ten faculty members and five research scholars were present for the same.

She dealt with topics such as Paradigms of Research, Qualitative research methods, techniques, steps, types, mixed method research

methods and appreciative theory. Apart from that she also conducted group work and group discussions. The Principal Dr Sr Dorothy introduced the resource person and thanked her for her effective sessions and guidance rendered to equip us with qualitative research techniques.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://stannscollegeofeducation.org/lms/strategic_planning
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The HEI is a Christian minority institution under Apostolic Carmel Educational Society, Karnataka. The President of the Society chairs the Governing Body of the institution and other academic bodies are constituted according to UGC regulations. Principal is appointed by the management and she represents the management. Teaching staff are appointed as per the guidelines of the UGC and NCTE with due reservation for the community. Principal being the academic and administrative head is assisted by the Vice Principal and the efficient staff. The statutory, non-statutory bodies, staff and the student council advice the Principal regarding policy making, administrative and smooth functioning of the College.

Recruitment Procedure: The faculty selection is done according to norms prescribed by UGC and NCTE. Advertisement regarding vacancies is published in the newspapers. The selection board screens and selects candidates based on qualification, experience and performance in the interview. Service rules prescribed by the Apostolic Carmel Educational Society is followed.

File Description	Documents
Link to organogram on the institutional website	https://stannscollegeofeducation.org/lms/organogram
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Revision of Assessment pattern

Revision of the assessment pattern of both M Ed and B Ed programme was undertaken. Question paper contains two sections A and B and total of 80 for B Ed and 70 for M Ed programme respectively. There would four essay type questions with 2 sub divisions and in section B 4 short answers and 2 to be answered. The marks allotted for essay type questions was changed from 10 to 15. It was also decided to give due weightage to application type of questions in pedagogy papers. This was discussed, deliberated and passed unanimously during staff meetings, Board of Studies and Academic Council of the College.

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

6.3 - Faculty Empowerment Strategies

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

The HEI has effective welfare measures for teaching and non-teaching staff. IQAC conducts FDP's and academic related programmes for teaching and non-teaching staff. College takes keen interest in staff upgradation and funds their conferences, seminars, workshops and other academic related programmes. Staff members are encouraged to pursue their doctoral studies and undertake research projects. Faculty are encouraged to attend Refresher/Orientation programmes as well as various professional development programmes. The Institution permits on duty to staff members to take academic assignments with other institutions as resource persons and examiners. On duty leave is granted to visit faculty programmes and observer duty.

The teaching staff are provided with individual cabin and personal computer systems for teaching and research purposes. The digitised library is a possibility for effective teaching. Based on the government norms, the staff avail the benefits of casual leave with pay and earned leave as per state government and management norms. PF, ESI and Gratuity benefits are extended to the teaching and non-teaching staff. The service gratuity is paid to the employees who are eligible as per the norms of the management. The institution supports the staff with monetary support in times of their need.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

11

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

02

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

06

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance Appraisal System of Teaching Staff

The College has a definite appraisal mechanism for both teaching and non-teaching staff. The performance of teachers is assessed by the students at the end of every semester on the following criteria: pedagogical knowledge, professional competence, research competency, Extension work/Social/Community Services, and participation in corporate life. The evaluated report of the appraisal form and feedback form were considered for the modification of the curriculum, adaptation of innovative teaching- learning methods and up gradation of co-curricular activities of the next semester. Self-assessment is done by the staff members based on the parameters given by the UGC. The same is analysed by the management and is shared with the concerned teachers by the Secretary and the Principal.

Performance Appraisal System of Non-Teaching Staff

SACE employs a well-defined performance appraisal proforma for non-teaching staff every academic year. The work distribution is considered based on the evaluation of their performance appraisal. The components of Annual Performance Appraisal for non-teaching staff are categorized into professional competence, quality of work and personal characteristics. At the end of every year the non-teaching staff are assessed by the Principal and the feedback is given to the individuals.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

SACE has a mechanism for conducting internal and external audits on the financial transactions annually to ensure financial compliance. The internal audit is done annually by a team appointed by the management. Principal submits the budget to the management. College budget include recurring expenses such as salary, electricity, internet charges, maintenance cost, stationary, other consumable charges, and non – recurring expenses like furniture and other development expenses. The expenses are monitored by the management.

The auditor Ms Rodrigues & D Souza, Mangalore, the auditor thoroughly verifies the income and expenditure statements and a report of the interim and final audit is submitted to the Management. The officials of Regional Join Directorate of Collegiate Education conduct the audit once a year of those accounts which come under their jurisdiction. The auditor ensures that all payments are duly authorized after the audit, and the report is sent to the management for review. Any queries, in the process of the audit, are

attended immediately along with the supporting documents within the prescribed time limits.

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The authorities of the management and chartered accountant duly sign the audited statement.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

00

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

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

SACE has evolved different strategies for the mobilisation and optimal utilisation of financial resources.

Mobilization of Grants

The Institution mobilizes the funds and allocates sufficient budgetary provision for the prospective growth of the Institution, holistic development of the students and welfare of the staff through the establishment of a conducive and sustainable learning ambience for academics, research, cultural activities, sports, games and extension activities by integrating technology and adopting e-governance. The Principal and finance committee take responsibility for planning, implementing and managing activities. The College mobilizes resources through several avenues such as students' fee, endowment scholarships and interest from banks.

Fund Utilization

As per the availability of funds, the Management allots financial support for the expenditure towards expansion of infrastructure, providing scholarships to deserving students, providing financial support for conducting seminars, workshops, conferences and endowment lectures, disbursing salaries to the management staff, expenditure towards maintenance of infrastructure, funds for innovative activities and consultancy, financial support for sports, games and cultural activities, expenditures incurred in maintenance of computers, honorarium to the resource persons, payment to Resource persons, Guest Lecturers of seminars, workshops, conferences and memorial lectures.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The primary aim of IQAC is to develop a system for conscious, consistent and catalytic improvement of overall performance of the institution. The IQAC works towards improving and maintaining the quality of education, identifying and suggesting new ways of using TLM's, developing suitable infrastructure etc. The IQAC plays a vital role in maintaining and enhancing the quality of the

institution and suggests quality enhancement measures to be adopted.

The IQAC adopts the following strategies to ensure quality enhancement:

1. Collection and analysis of feedback through structured mechanism and incorporation of the same in planning and evaluation of institutional activities. The IQAC has a proposed plan of action for every academic year. The expectations and welfare of all the stakeholders are given due consideration and activities are planned. The action taken is evaluated through a structured feedback mechanism collected from its stakeholders and success factors are identified and included in planning.
2. Ensure the adequacy, maintenance, and functioning of the support structure through periodic meetings and discussions. IQAC strives to enhance quality. The activities of the institution throughout the academic year are recorded by IQAC. Strategic plans are discussed, and every measure is in compliance with individual goals and institutional goals.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	[View File](#)

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Teaching-learning is a continuous process that promotes skills, and knowledge and develops new proficiencies required to excel which in turn requires students to learn. Thus, the institution takes a continuous review of the teaching-learning process. The process adopted by the institution for reviewing Teaching-Learning Process is as follows - Students Performance Evaluation, Feedback system and Academic & Administrative Audit.

Student Performance Evaluation: The institution monitors the performance of the students regularly. It has a specified procedure to collect and analyse data on student learning outcomes; the

institution in this context conducts regular internal tests, assignments, and seminar presentations, Task Assessment consists of group discussions, report writing, and e-content preparation and semester system of examination. Remedial classes for low achievers is conducted. IQAC monitors these processes and takes care that the institution maintains the quality in teaching-learning process.

Feedback from Stakeholders like alumni, administrators & principals of practice-in-teaching schools, BOE, Academic Council, Governing Body, is also gathered and necessary modification is done keeping in mind the recent trends in education.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

32

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

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

initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stannscollegeofeducation.org/uploads/lms/2023.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://stannscollegeofeducation.org/lms/aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

SACE after its fourth cycle of accreditation has done following incremental achievements.

Academic Collaboration: SACE has signed 8 MoU's with other institutions. HEI has conducted several activities in collaboration with those institutions. Collaborations such as exchange programme for the students, sharing of library resources, collaboration in academic research and offering open electives, serving as resource persons were undertaken.

Self-Study Courses: Student-teachers were encouraged to enrol for Self-Study courses. They took up courses from the platforms such as SWAYAM, Coursera, TCSion, ALISON etc. They have taken the examination and have obtained the completion certificates. Provision was made in the college time table to provide time for the same.

They were guided by the staff to complete the courses.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our Energy Policy aims at optimizing energy usage, reducing waste, and integrating renewable sources to fulfil its power needs sustainably. Our institution implements stringent guidelines for energy-efficient practices. Energy Star certified products such as air conditioners, refrigerator, ceiling fan etc are installed. Regular maintenance and upgrades are scheduled to ensure its effective use. Solar panels have been implemented as an alternate energy source and make institution's energy practices more eco-friendly. The 6 KW solar plant is installed in the campus .The power requirement of the institution is generated from solar energy. College also uses generator of 85 KVA and inverter as an alternate source of energy.

As per the policy guidelines staff and students are instructed to unplug the electronic devices such as light bulbs, fans, computers, smart boards and other electronic devices to prevent energy wastage. Class monitors have been appointed to turn off the Lights and other electrical appliances when not in use in classrooms and other areas such as wash rooms and unoccupied multipurpose rooms. Students in Computer laboratory are asked to turn off the screens and monitors when done using them and make sure that computers shut down completely at the end of the day. Switches have been labeled to help staff and students to identify and turn on necessary electrical equipment to minimize energy wastage. Sign posts have been put to remind students of specific things to save energy and to create awareness about energy conservation.

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File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our institution's Waste Management Policy focuses on a comprehensive approach to minimize waste generation, promote recycling, and ensure disposal of waste in an environmental friendly manner. Safe and cost effective methods are used for its implementation.

As per the policy guideline the institution makes effort to

- Identify and promote safe methods of segregation and disposal of waste
- minimize waste generation and to facilitate repair, reuse and recycling
- Efforts are made to make the campus plastic free
- Provides guidelines to all staff and students in safe handling and disposal of waste with regard to health and safety regulations
- Promote environmental awareness
- Print double-sided to cut down on use of paper
- provide clearly defined roles and responsibilities to identify and co-ordinate each activity of waste management
- Ensure that all waste containers are labelled and with proper closure.

Waste collected thus segregated as Dry waste and Wet waste followed by proper disposal methods, complying with local regulations and sustainability guidelines. Solid waste such as paper and plastic waste is handed over to Mangalore City Corporation for recycling. Bio degradable waste such as food waste and dried leaves are used for vermi composting and bio gas. E-waste of the college is discarded though Radhatek company. Our college encourage practices that minimize waste generation, such as using digital documents, reducing packaging, and avoiding single-use items. Reusing the one sided printed paper for rough work and other internal purpose is adopted.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Four of the above**

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**All of the above**

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Through various initiative and practices our institution is committed to provide clean and pollution-free healthy environment.

Some of the practices of our institution are:

Weekly cleaning of the college campus is done by student teachers under the supervision of the staff. This includes cleaning of the classrooms, common areas, restrooms, and outdoor spaces to provide a pleasant and hygienic environment for students, staff, and visitors. The institution places a high emphasis on providing clean and hygienic sanitation facilities. Properly maintained classrooms, restrooms with regular cleaning contribute to a healthy and comfortable environment. Separate wash room facilities are provided for staff and students and for men and women students. Purified Drinking water facility is extended to our staff and students. The institution has taken active steps to increase its green cover through landscaping and planting of trees. This not only enhances the aesthetic appeal of the campus but also contributes to improved air quality and a sense of serenity. Regular maintenance of green areas, including watering, pruning, and weeding, ensures the health and vibrancy of the planted vegetation. Our institution strives to create pollution free healthy environment by minimizing waste generation and creating awareness on impact of environmental pollution. Students are instructed to keep the campus clean. Workshops and regular awareness campaigns on health, yoga and sanitations are conducted to educate students and staff about the importance of cleanliness, sanitation, and a pollution-free environment. It aims to instil a sense of responsibility and encourage everyone to contribute towards a healthier environment.

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

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

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

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

0.37

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

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

By leveraging the local environment, locational knowledge and community practices in curriculum, our college provides aspiring teachers a more comprehensive and relevant educational experience. Thus fosters sense of community engagement and social responsibility. The institution conducts visit to different places of local, scientific and historical importance, field trips and outreach programmes to equip students with locational knowledge and familiarize them with riches and diversity of our locality. Student teachers are instructed to conduct case studies, surveys and research studies related to local environment. By doing this, student teachers gain a deeper understanding of the local context, making them more effective educators. The institution identifies and utilizes local resources, such as museums, historical sites and

natural landmarks, to enrich the learning experience. To integrate local culture and tradition, art and drama into education various workshops are organised by utilizing the expertise of local resource persons. These training sessions not only enhances artistic abilities but also communication, teamwork, and creativity of prospective teachers. Visits to local schools such as residential schools, CBSE and ICSE schools and DIET are organied to gain a diverse range of experiences with variety of resources, strategies, and community engagement experiences, preparing them for a dynamic and varied teaching career. This exposure to diverse educational settings also helps them to understand the needs of different communities and student populations. Our college is collaborated with local schools for practicum experiences. This allows pre-service teachers to gain hands-on experience in classrooms reflecting on local context.

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

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

1. Reflective practices

Objectives: To encourage student teachers to critically analyse their pedagogical practices to develop a deep understanding of their strengths and weaknesses, fostering self-awareness .

Context: Regular structured reflection during teaching practice and other activities fosters a collaborative environment where student teachers engage in reflective discussions, share experiences, and learn from one another.

The Practice: Students explore and analyse the challenges they encounter during teaching practicum and other curricular activities by maintaining reflective journals and diary. Peer observation and supervisor's feedback promote critical thinking, self-awareness, and continuous growth.

Evidence of success: Improved student outcomes, positive feedback from students, peers, and teacher educators indicates the effectiveness of reflective practices in enhancing teaching quality.

Problems encountered: Lack of time and lack of support from student

teacher can hinder integration of reflective practices into the regular schedule.

2.Developing research competencies

Objective: To develop research competencies among student teachers by equipping them with the skills, knowledge, and resources necessary to engage in meaningful and impactful educational research.

Context: Developing research competency is vital for improving teaching methodologies and advancing educational practices. Hence research-oriented educational experience is provided through curriculum.

The practice: Students are trained in research methodologies, literature review, and data analysis. To integrate research into curriculum teacher educators, provide guidance to conduct research at school and community level.

Evidence of success: Various research projects are conducted at school and community level

Problems encountered: Due to lack of time balancing academic work and addressing advanced research skills could be a challenging task.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

St Ann's College of Education plays a crucial role in shaping the student teachers through holistic education with a focus on imbibing human values and building precious human resources for society. Based on its vision, priority and thrust areas the institution makes efforts to bring excellence in five distinctive competencies namely academic, personal, social, research, and professional competency. By organizing a diverse range of activities, our institution creates a holistic educational environment that focuses on the intellectual, emotional, social, physical, and spiritual development.

Academic competencies involve the ability to teach skills that students need in the real world, like collaboration and teamwork, and to focus on topics in creative ways that encourage critical thinking. The knowledge about historical, political, economic, social and psychological perspectives of education is provided through various subjects, projects, assignments and interdisciplinary approaches. Opportunities are provided to enhance their communication skills through presentations, group discussions, and teaching demonstrations. Personal competencies developed through various personality development programmes and activities that promote self-awareness, self-reflection, and self-care. Research competencies involve the ability to conduct research, analyse data, and report on findings. Professional competencies achieved through a supportive and stimulating learning environment, where students develop confidence to exhibit their teaching skills and express themselves. Workshops and seminars on topics like classroom management, lesson planning, innovative teaching methods enhances the skills and knowledge contributing to their professional development. Social competencies are achieved through various cultural programmes, celebration of days of national importance and through field based activities.

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