YEARLY STATUS REPORT - 2023-2024

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 D'Souza

- Designation Principal

- Does the institution function from its own campus? Yes

- Alternate phone No. 8277349089

- Mobile No: 8971680260

- 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 575004

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.   **09880639219**

- Alternate phone No.(IQAC)   **08242427360**

- Mobile (IQAC)   **8277349089**

- 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://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MzI1NDQ=

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/ACalendar%202023-2024.pdf

5.Accreditation Details

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

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   View File

9.No. of IQAC meetings held during the year   1

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Yes

- (Please upload, minutes of meetings and action taken report)   View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

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

Workshop on Quality Assurance and SSR benchmarks

Workshop on Artificial Intelligence Tools

FDP on Inspire and Empower for non-teaching faculty

FDP on The Stamp of the Apostolic Carmel Education for teaching faculty

Content Enrichment Programmes

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
Dealing with differently abled children	A value added course
Faculty to take up funded research projects	A research and development cell is initiated and to take up projects funded by the management
To identify better areas of distinctiveness such as development of research competencies, service learning, inclusiveness and women empowerment	Holistic development of learners was identified as the area of distinctiveness

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	18/12/2024

14.Whether institutional data submitted to AISHE

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 D'Souza
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8277349089
• Mobile No:	8971680260
• 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	575004
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• 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.	**09880639219**
• Alternate phone No.(IQAC)	**08242427360**
• Mobile (IQAC)	**8277349089**
• 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://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MzI1NDQ=
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.stannscollegeofeducation.org/uploads/lms/ACalendar%202023-2024.pdf

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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	18/12/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	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	**111**
Number of students on roll during the year	

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

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

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

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

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

2.4	**49**
Number of outgoing / final year students during the year:	

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

2.5Number of graduating students during the year	**49**

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

2.6	**58**

Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**3486013**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**85**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**17**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**05**
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 students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.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	View File
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

20

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

04

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

04

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

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

44

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

44

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

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

47

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

47

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	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 cocurricular 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 papers on ICT basic and ICT Applications develops expertise in use of ICT tools.

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

4. The Science Club, Electoral Club, Eco Club and Literary club, Celebration of days of significance, Sports day, Spiritual Orientation, Service learning, Content enrichment programmes, Field visitsencourage individual and group activities

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	View File

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

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	[View File](#)

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

111

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

61

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

61

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	No File Uploaded

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

39

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

39

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

1. Admission Cell: The commitee headed by the Principal, Vice Principal and a faculty representative 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. 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 programme. 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	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	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	**Four 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. Guided Discovery learning used by the teacher for students actively participate in discoveringknowledge about the subject

. 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 solving opportunities. 10. Online Modes of learning: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

10

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://stanns.gnomio.com/
Any other relevant information	[View File](#)

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

111

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://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	**No File Uploaded**

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 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 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 lifein order to bring about lifelong learning opportunities in the future and self development.

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 students These 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	No File Uploaded

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	Ten/All of the above

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	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 situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

Three of the above

activities Performance tests Oral assessment Rating Scales

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

in preparatory arrangements
Executing/conducting the event

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

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

44

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-	Nine/All of the above

experience/exposure Preparation of progress reports

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

peers are encouraged to observe the 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	No File Uploaded

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

11

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

158

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

158

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. 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. 2. Teachers attend various academic programmes such asseminars, conferences, workshops, Faculty development programmes to keep them professionally updated. Faculty share the details and information provided in the progrsmmes attended during staff meetings. Few faculty are given opportunities to attend online courses and implement them for the B.Ed and M.Ed Programme

Share information with colleagues and other institutions about policies and regulations

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

2. Discussion on implementation of new policies and projects3. 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. 4. Information shared in online groups such as WhatsApp

5. 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	View File
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 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. Allotment of marks for semester and internal tests is 80 and 20. Each section comtains an essay question of 15 marks. Semester exam include theory papers and internal tests marks based on their test marks and presentation and submission of 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 it. The EPC courses are assessed differently depending on the nature of the subject either through assignments, presentation or activities. An evaluation criteria is developed keeping in mind the subject objectives and students are assessed objectively. The criteria for evaluation is made known to students at the beginning of each semester. Constructive feedback is given to students to accelerate learning and remedial instruction is 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	Five of the above

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 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 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 Committee to be resolved.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 then it is passed to be implemented. Matters cocnerning semester breaks and examination dates are discussed with the commmittee members. The approved academic calendar is uploaded on the college website and also displayed on the notice board. The academic calendar includes the dates of internal assessment of both theory and practical papers. This enables teachers to plan teaching-learning process and students are benefitted to be prepared for the test and semester exams. The institution adheres to the academic calendar for the conduct of internal test and semester final examinations. At times test schedules are subject to changes according to unforeseen circumstances. In this regard, students are informed much in priorto avoid any confusion. Valuation of answer scripts, announcing results are completed within ten days and grievances are addressed through proper channel. Students can also plan their vacations well in advance by looking into the academic calendar.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 professional excellence. Teachers consider CLOs for every unit and plan accordingly different aspects of subjects they teach. They plan assignments, constructive approaches, 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 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 as well as action research. Students at the end of the programme 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 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 the 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 the Self and Yoga, Language across the 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	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

50

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.

At the entry level, Learner needs are identified through the interview comducted by the admission cell and then throughmentoring. assessment tasks areaimed 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 collaborates with educational agencies to organize soft skill and life skill training for students. The teachers encourage 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	One of the above

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

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

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

11

File Description	Documents
Data as per Data Template	[View File](#)
First page of the article/journals with seal and signature of the Principal	[View File](#)
E-copies of outer jacket/contents page of the journals in which articles are published	[View File](#)
Any other relevant information	**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

02

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

04

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

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

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

109

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	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

109

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

109

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.

Service-Learning (SL) Activity - to cater to the needs of the deprived section of the Local school community

SL is an engaging educational approach that equips teacher trainees with valuable skills and emphasizes the importance of community involvement by collaborating with local schools, toapply classroom theories to real-life teaching scenarios.

Phase 1: Orientation & Need Analysis:For meaningful collaboration between the aspiring teachers and the school community Orientation & need analysis was done. This involved understanding the

challenges faced by St. Ann's Higher Primary School. students and identifying areas where the student teachers could make a positive impact.

Phase 2: Planning:A well-organized timetable was prepared, ensuring that each group of student teachers addressed specific educational needs. The student teachers were divided into seven groups,

Phase 3: Action: The activities were carefully planned to cater to diverse learning needs on 4 days spread over 2 months, includingengaging activities such as fun with math learning, science experiments, spoken English sessions, map reading exercises, and grammar elements.

Phase 4: Reflection: The sharing of reflections among the various beneficiaries significantly impacted their sense of self, strengthening, their commitment to community service, and boosting confidence in making a positive difference.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

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

`00`

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

`00`

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	<u>View File</u>
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

`02`

File Description	Documents
Data as per Data Template	<u>View File</u>
Copies of the MoU's with institution / industry/ corporate houses	<u>View File</u>
Any other relevant information	**No File Uploaded**

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	`Three/Four of the above`

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

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 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://www.stannscollegeofeducation.org/lms/facilities
Any other relevant information	No File Uploaded

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

1,81,663

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://www.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	Two 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	No File Uploaded

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

1,69,893

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

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

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

24

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	None 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

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
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	No File Uploaded
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=YhzmG6fpCdU
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=wrGM0bw145c
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

7,10,746.00

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 repairingof 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://www.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 | Five fo 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	No File Uploaded

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
44	46

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).

2

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)

4

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 activerole in the smooth functioning of the institution. They collaborate and support effectivelyin the planning and organization of academic as well as non-academic activities. As members of various cells and committees theyprovide valuable suggestions to modify syllabus, infrastructure, curricular as well as co-curricular activities. Based on their suggestions and feedback necessary modifications are made. Thustheir leadershipcontributes towards students welfare as well as effective functioning of the institution. They monitor discipline and cleanliness drives very effeciently. 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.They act as a link between staff and students. There are student representatives in the IQAC of the institution and they contribute towards the assurance of quality in institutional programmes. Student council facilitates exchange of ideas, interests, and concerns. Student council has significant responsibility to establish a team in which all students work constructively to develop institutional values and realize its vision and mission.

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

8

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 Awards: Institution of the Gold medal worth Rs. 10,000/- each for M. Ed and B. Ed first rank holders, a cash price of 6,000/- and 2,000/- for second and third rank holders respectively.

Content enrichment Programme: To improve the quality of education by enhancing professional and personal competencies of teacher trainees, Alumni 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 and as 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

All of the above

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

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

1

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-of mouth marketing. College also relies on alumni for the conduct of various educational activities. They provide mentoring, internships, and career opportunities to students. Alumni offers career support 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 forB.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.

St Ann's College of Education (Autonomous) prides itself on its effective governance and participatory mechanisms, which align deeply with its vision and mission. In collaboration with the staff, the principal oversees strategic decisions that drive the institution's development. The Management and Governing Body play

a crucial role in planning institutional advancements and following UGC guidelines for statutory meetings.

The Internal Quality Assurance Cell (IQAC) and staff establish comprehensive guidelines to foster organizational growth. Teachers actively contribute to decision-making processes in various management and administrative capacities. Feedback from key stakeholders is regularly integrated to enhance both academic and administrative performance.

Teachers assume leadership in committees such as the Board of Studies (BoS), Academic Council, Finance Committee, and IQAC. They diligently oversee and organize a diverse range of curricular and extracurricular activities, fostering an inclusive and dynamic educational environment.

Through these structured governance practices, St Ann's College of Education successfully fulfills its vision and mission, ensuring a holistic and progressive educational experience for all stakeholders.

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 actively promotes participative management, involving all stakeholders including students, parents, staff, alumni, industrialists, and university representatives. Key practices include:

Student-Faculty Interactions: Regular meetings within statutory bodies for direct student engagement with faculty.

Annual Parent-Faculty Meetings: Platforms for parents to share feedback, integrated into decision-making.

Staff Meetings: Regular sessions incorporating suggestions from both teaching and non-teaching staff.

Non-Teaching Staff Meetings: Periodic gatherings to address non-teaching staff concerns.

The Principal emphasizes personal interactions with faculty, fostering a supportive environment. The Board of Studies includes representatives from all stakeholder groups, ensuring comprehensive academic planning. An elected College Council, responsible for policymaking and administrative decisions, meets twice each semester. Committees such as the Research, Admission, and Library Committees include both teaching and non-teaching staff, promoting broad participation.

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.

The institution upholds transparency in its financial, academic, and administrative functions through various measures:

Financial: The Finance Committee budgets all expenditure proposals, which are then approved by the Governing Body. The institution practices regular internal and external audits. Records are meticulously maintained and presented to the Finance Committee.

Academic: An academic calendar is prepared annually, and syllabi are regularly updated. An induction programme familiarises students with the academic rules and regulations. The college operates through a comprehensive system of committees and bodies. Multiple modes of internal assessments are utilised and evaluated answer sheets are shared with students. Provisions for re-evaluation of answer scripts at semester-end exams are available.

Administrative: An annual administrative audit ensures transparency. Key information such as the academic calendar, attendance records, and other relevant details are uploaded on 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

Successful Implementation of Value-Added Courses

As part of the institution's strategic plan, four value-added courses such as Language Skills, Life Education, Service Learning and Physical Fitness and Wellness were introduced and successfully implemented during the year. This initiative aimed to enhance the academic and professional development of our students.

Deployment Strategy:

Curriculum Development: Faculty members meticulously prepared the syllabus for each course, ensuring that the content was relevant and aligned with current education standards.

Course Structure: Each course was designed as a one-credit paper, incorporating a blend of theoretical and practical knowledge.

Assessment: A test was administered at the end of each course to evaluate the student's understanding and proficiency.

Certification: Upon successful completion of the course and the assessment, students were awarded certificates, acknowledging their achievement and enhancing their academic portfolio.

These value-added courses covered a range of subjects, providing students with additional skills and knowledge that complement their primary studies. The successful implementation of this

initiative demonstrates the institution's commitment to continuous improvement and the holistic development of its students, in line with its strategic objectives.

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 operates under the Apostolic Carmel Educational Society, Karnataka, a Christian minority institution. The Governing Body, chaired by the Society's President, and other academic bodies are formed in accordance with UGC regulations. The Principal, appointed by the management, acts as the representative of the management. Teaching staff appointments follow UGC and NCTE guidelines, with community reservations in place. The Principal, as the academic and administrative head, is supported by the Vice Principal and dedicated staff.

Both statutory and non-statutory bodies, along with the staff and student council, provide advisory input to the Principal on policy-making and administrative matters, ensuring smooth college operations.

Recruitment Procedure: Faculty recruitment adheres to UGC and NCTE norms. Vacancy announcements are published in newspapers, and a selection board screens and selects candidates based on qualifications, experience, and interview performance. The institution follows service rules set by the Apostolic Carmel Educational Society.

This highlights the institution's commitment to maintaining effective and efficient functioning through well-defined policies, an organised administrative setup, and transparent appointment and service procedures.

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.

Implementation of Group Assignments in Theory Papers

Based on the minutes of the meetings of Grievance Cell the decision to introduce group assignments in theory papers was successfully implemented. This initiative aimed to enhance the evaluation process by assessing both the content knowledge and personal competencies of student teachers.

Process:

- Assignment of Themes: Faculty members assigned specific themes to groups of students.

- Presentation: Each group was required to present their findings and insights to the entire class.

- Assessment Criteria: Teachers assessed the assignments based on teamwork, quality of references, cooperation among group members, and the overall presentation.

- Student Feedback: Students expressed that this method was effective in evaluating not only their subject knowledge but also their personal competencies such as teamwork, communication, and collaboration.

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 effectively implements comprehensive welfare measures for both teaching and non-teaching staff. The Internal Quality Assurance Cell (IQAC) organizes Faculty Development Programmes (FDPs) and other academic initiatives for staff enhancement. The institution is dedicated to staff development, and funding their participation in conferences, seminars, workshops, and related academic programs. Staff members are encouraged to pursue doctoral studies and engage in research projects. They are also supported to attend Refresher/Orientation programs and various professional development courses.

Faculty members are granted on-duty leave to undertake academic assignments with other institutions as resource persons and examiners and to participate in faculty programs and observer duties. Teaching staff are provided with individual cabins and personal computer systems for teaching and research purposes, complemented by a digitized library to enhance teaching effectiveness.

Following government norms, staff benefit from casual leave with pay, earned leave, and are entitled to Provident Fund (PF), Employees' State Insurance (ESI), and gratuity benefits. Service gratuity is provided to eligible employees as per management norms. The institution also extends monetary support to staff during times of 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

08

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

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

`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	View File

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

`03`

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.

Teaching Staff:

Our institution employs a comprehensive appraisal mechanism for teaching staff, evaluated by students at the end of each semester. Key criteria include pedagogical knowledge, professional competence, research skills, community service, and participation in institutional activities. Feedback from these appraisals is utilized to refine the curriculum, introduce innovative teaching methods, and enhance co-curricular activities. Teachers also perform a self-assessment based on UGC parameters, which is reviewed by the management. The results are communicated to the concerned teachers by the Secretary and the Principal.

Non-Teaching Staff:

The institution uses a structured performance appraisal system for non-teaching staff, conducted annually. Performance is evaluated based on professional competence, quality of work, and personal characteristics. This appraisal influences work distribution and is assessed by the Principal, who provides feedback to the staff members at the end of each year.

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

St Ann's College of Education (SACE) ensures financial compliance through annual internal and external audits. The internal audit is conducted by a team appointed by the management. The Principal submits the budget, including recurring expenses (salary, electricity, internet charges, maintenance, stationery, consumables) and non-recurring expenses (furniture, development costs), to the management for approval. These expenses are closely monitored by the management.

External audits are carried out by Ms Rodrigues & D'Souza, Mangalore. They thoroughly verify income and expenditure statements, providing interim and final audit reports to the management. Additionally, the Regional Joint Directorate of Collegiate Education conducts an annual audit of accounts under their jurisdiction. The auditor ensures all payments are duly authorized, and that the audit report is reviewed by the management. Any audit queries are promptly addressed with supporting documents within specified time limits.

These mechanisms reflect the institution's commitment to transparency and financial discipline, preventing fund mismanagement. The audited statements are duly signed by the

management authorities and the chartered accountant.

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)

2,24,380

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

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

St Ann's College of Education (SACE) employs various strategies for mobilizing and efficiently utilising financial resources to ensure the institution's growth and development.

Mobilisation of Funds:

The institution secures funds through multiple channels, including student fees, endowment scholarships, and interest from bank investments. These funds are allocated for fostering a holistic learning environment that supports academics, research, cultural activities, sports, and extension activities. The Principal and finance committee are responsible for planning, implementing, and

managing these financial activities.

Utilization of Funds:

The management ensures optimal utilisation of funds by supporting various institutional needs. This includes expanding infrastructure, offering scholarships to deserving students, and funding seminars, workshops, conferences, and endowment lectures. Financial resources are also allocated for disbursing salaries to management staff, maintaining infrastructure, supporting innovative activities, and providing consultancy services. Additionally, funds are directed towards sports, cultural activities, and the maintenance of computers. Honoraria and payments to resource persons, guest lecturers, and memorial lectures are also covered.

This structured approach to fund mobilisation and utilisation demonstrates SACE's commitment to maintaining transparency, ensuring financial discipline, and supporting the institution's comprehensive development.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Quality Assurance through Self-Study Courses

The IQAC at the college has significantly contributed to institutionalizing quality assurance strategies. A notable process adopted by the institution is the promotion of self-study courses for students.

Students were encouraged to enrol in online courses available on platforms such as Swayam and Coursera. The staff in charge oriented and guided the student-teachers to select the courses and were constantly monitored the same. An hour is set aside in a week

towards this end. These self-study courses provide an opportunity for students to enhance their learning beyond the traditional classroom environment. The courses cover a wide range of subjects and teaching-learning processes, allowing students to explore their interests and gain additional skills that complement their formal education.

The institution supports this initiative by providing guidance on course selection and ensuring that the courses align with the institution's academic standards. Upon completion, students are required to submit their certificates as proof of successful course completion. This initiative not only enriches the students' academic experience but also promotes lifelong learning and self-improvement.

Through this strategic approach, the institution ensures that students are well-equipped with diverse knowledge and skills, thus maintaining high standards of academic excellence and fostering a culture of continuous learning.

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

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

The institution regularly reviews its teaching-learning process through the Internal Quality Assurance Cell (IQAC) and other mechanisms. One mechanism adopted in the institution is 'modification of syllabus' for the B.Ed. and M.Ed. programmes.

Process:

- Staff Meeting: The syllabus for the B.Ed. and M.Ed. programmes was discussed during a dedicated staff meeting.

- Review and Update: The concerned staff conducted a thorough study, identifying areas for improvement. They deleted outdated topics and added relevant new ones.

- Approval Process: The revised syllabus was then presented to the Board of Studies and the Academic Council.

- Final Modifications: After a detailed review and deliberation, the proposed changes were approved with a few modifications.

This structured approach ensures that the curriculum remains current and aligned with educational standards, thereby enhancing the teaching-learning process.

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	**No File Uploaded**

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

37

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://stannscollegeofeducation.org/lms/iqac
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	View File
Any other relevant information	No File Uploaded

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

Successful Implementation of Value-Added and Self-Study Courses

Four value-added courses—Language Skills, Life Education, Service Learning, and Physical Fitness and Wellness—were introduced. Additionally, self-study courses were introduced to enhance the academic and professional development of our students.

Implementation: 1. Curriculum Development:Faculty meticulously prepared the syllabus, ensuring relevance and alignment with current educational standards. 2. Course Structure:Each course was a one-credit paper, blending theoretical and practical knowledge. 3. Assessment:Tests were administered at the end of each course to evaluate students' understanding and proficiency. 4. Certification:Students were awarded certificates upon successful completion of the course and the assessment, enhancing their academic portfolios.

Self-Study Courses Implementation:

Deployment Strategy: 1. Course Development:Self-study courses provided additional resources and learning materials aligning with students' primary academic pursuits. 2. Dedicated Time:An hour was set aside each day for self-study courses, allowing for independent learning. 3. Monitoring: Sessions were monitored by the librarian, who provided guidance and support. 4. Assessment and Feedback:Students' progress was regularly assessed, with constructive feedback provided to improve self-directed learning skills.

Outcomes:Both courses significantly contributed to the holistic development of students, equipping them with essential skills and knowledge. Theimplementation demonstratesinstitution's commitment to continuous improvement and comprehensive growth, in line with its strategic objectives.

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 college has a comprehensive energy policy aimed at optimizing energy use, reducing environmental impact, and promoting sustainability.

The institution prioritizes reducing energy consumption through installing energy-efficient LED lighting and utilizing energy-saving devices. To reduce reliance on conventional power sources, the institution invested in renewable energy systemsuch as solar panel. Solar panels installed on campus rooftops help generate a significant portion of the electricity needs, contributing to a lower carbon footprint. The institution promotes the use of electric vehicles in the campus. Organic waste generated on campus, such as food waste and garden trimmings, is used in biogas plants to produce energy. Roof water harvesting systems not only

conserve water but also reduce the energy used in water supply systems. Awareness campaigns, workshops, and signboards encourage the college community to adopt energy-saving habits, such as unplugging devices when not in use and using public transport or eco-friendly alternatives. These efforts reflect the institution's commitment to sustainability and environmental concern , fostering a culture of conservation and responsible energy use.

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.

St. Ann's College of Education adopts a comprehensive waste management policy to maintain a cleaner and greener campus. The institution emphasizes waste segregation at source, recycling, and proper disposal of waste. Separate bins for dry and wet waste are placed across the campus, facilitating effective waste segregation. Organic waste from food and gardens is composted and used for landscaping, while solid waste such as paper, plastics, and metals is collected daily by Mangalore City Corporation.

The college actively promotes sustainability through initiatives like paper recycling, paperless administration via digital communication, and minimizing single-use plastics. Electronic waste is responsibly managed by certified recyclers, with efforts to reuse components and donate outdated devices to underprivileged communities.

The institution also focuses on liquid waste management through roof water harvesting, conserving rainwater for reuse. Awareness campaigns and workshops further educate students and staff on the importance of reducing environmental impact, fostering a culture of sustainability and responsibility. These holistic measures ensure effective waste management and environmental preservation.

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

St. Ann's College of Education (Autonomous) demonstrates a strong commitment to maintaining a clean, healthy, and pollution-free environment, while fostering sustainability and community well-being. The institution implements a structured approach to cleanliness through daily cleaning of all premises, including classrooms, offices, and common areas, supervised weekly cleaning drives involving students and staff, and efficient waste

management practices.

The college places a high priority on green initiatives, including regular garden maintenance using organic fertilizers and sustainable practices. Green campus activities, such as plantation drives, enhance biodiversity and air quality. The institution actively involves students and staff in planting native and medicinal plants, spreading awareness of their therapeutic benefits.

To foster environmental consciousness, the college organizes awareness programs like poster-making competitions, documentaries, and plantation drives. Events like "Clean Campus, Green Campus" and "Documentary on Rights of Nature" sensitize the community to global environmental issues and promote personal responsibility toward sustainability.

Through these comprehensive efforts, St. Ann's College of Education creates a pollution-free, healthy environment while promoting a culture of sustainability and ecological balance on its campus.

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)

0.29

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

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

Our College emphasizes a holistic approach to education by leveraging the local environment, locational knowledge, and community practices. Through field trips, experiential learning, and community engagement, the institution equips student teachers with real-world insights, fostering inclusivity, sustainability, and a sense of social responsibility.

The institution organized visits to Pilikula Heritage Centre, a centre of scientific, historical, and cultural importance. This visit enhanced their locational knowledge and provided hands-on learning opportunities, helping students integrate local resources into teaching. An educational tour to Chennai further expanded

their understanding of educational and cultural diversity.

Practicum and internships in local schools allow pre-service teachers to engage with diverse educational settings, including state board, CBSE, and special schools. Workshops on local art and culture, such as theatre art, instil appreciation for local culture and tradition.

Community engagement is integral to the institution's philosophy. Initiatives such as outreach programs to St. Antony's Ashram, Prashanth Nivas , service-learning activities, and Backup Village English fest empowered students to address social challenges. The blood donation camp and community-based research projects also contributed to the welfare of the community.

Through these diverse efforts, St. Ann's College of Education effectively integrates academic knowledge with community practices and locational insights, fostering a well-rounded, socially responsible educational experience for aspiring teachers.

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

Best Practice I- Service Learning

Objectives:

- To integrate academic learning with community service, fostering personal, professional, and civic development.
- To provide practical, hands-on experiences that enhance academic understanding and critical skills.
- To address real-world challenges in collaboration with communities.

The Context Service learning bridges the gap between theoretical knowledge and practical application. It empowers student-teachers by developing leadership, classroom management and adaptability while addressing diverse community needs.

The Practice In 2023-2024, student-teachers engaged in activities such as visits to St Ann's Higher Primary School, Prashanth Nivas, St Antony's Ashram, and St Agnes Special School. They also participated in the Backup English Village Fest and the Swachhta Pakhwada cleanliness drive.

Evidence of Success Student-teachers demonstrated enhanced instructional skills, cultural competence, and civic responsibility.

Challenges Encountered The main challenges included limited resources and time constraints in coordinating various activities. Continuous monitoring and maintaining student engagement were also essential to ensure success.

Best Practice II-Developing Research Competencies

Objectives

- **To equip student-teachers with research skills to evaluate and improve educational practices.**
- **To foster critical thinking, problem-solving, and reflective practices.**

The Context Developing research competencies is vital for student-teachers to address educational challenges and innovate teaching practices.

The Practice Student-teachers conducted action research, school-based research, and community-based projects such as studies on inclusive education, stress among students, digital literacy, and water resource management.

Evidence of Success The institution saw increased research outputs.

Challenges Encountered Balancing research with teaching and resource limitations posed significant challenges.

File Description	Documents
Photos related to two best practices of the Institution	<u>View File</u>
Any other relevant information	<u>View File</u>

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 excels in fostering Holistic Education through its emphasis on distinctive competencies aligned with its vision, priority, and thrust areas namely Academic, Personal, Professional, Research, and Social competencies. The institution integrates academic competencies through a robust curriculum that emphasizes pedagogical knowledge, teaching skills, and interdisciplinary approaches. Activities such as micro-teaching, lesson planning, content enrichment workshops, and group discussions help students master classroom practices and critical thinking.

Personal competencies are nurtured through workshops, yoga, personality development programs, and reflective practices. Regular participation in literary, eco, and electoral clubs builds confidence, decision-making, and teamwork.

Professional competencies are developed through teaching practicums, internships, and exposure to innovative teaching methodologies like experiential and collaborative learning are key highlights. Seminars on classroom management and advanced pedagogical models prepare student-teachers for professional excellence.

The institution's commitment to Research competencies is evident in its focus on action research, school based and community-based projects. Students engage in real-world problem-solving by conducting surveys and applying findings to address educational and societal challenges.

Social competencies are developed through service-learning initiatives, outreach programs, and participation in cultural events, fostering inclusivity, creativity, and civic responsibility.

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](#)