



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. ANN'S COLLEGE OF EDUCATION(AUTONOMOUS)

**ST ANNS COLLEGE OF EDUCATION (AUTONOMOUS) OPP HEAD POST
OFFICE ROSARIO CHURCH ROAD MANGALURU**

575001

www.stannscollegeofeducation.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Ann's College of Education is the first College of Education along the West Coast under Madras Presidency was established in the year 1943. It is the first private College of Education for women in Karnataka State. The College sought assessment and accreditation in the year 2001 and secured the FIVE STAR ***** status, re-accreditation in 2009 with CGPA 3.63/4 and 'A' grade in 2014 with CGPA 3.71/4, by NAAC.

The college was affiliated to Mangalore University in the year 1980. The Post Graduate Programme was initiated in the the year 1992 as a golden landmark and permanently affiliated to Mangalore University. The UGC, State Government of Karnataka and Mangalore University bestowed the 'Autonomous Status' to the college in 2007 and the Mangalore University granted the Ph.D. Research Centre to the college in 2008. The 'Autonomous Status' was renewed in 2012 and 2018 and extended upto 2027-28. A total of 43 Research Scholars have obtained their Doctoral Degree including two international students. The Alumnae Association of the College was started in the year 1967.

The college caters to the spiritual empowerment and the enhancement of personal, academic, professional, social and research competencies through various activities resulting in all-round development of its teacher trainees. Rural students and students from lower strata of the society are always the uppermost priority in the college.

The institution has very rich human and material resource potential. It includes flexibility in effective curriculum transaction, variety in teaching methods and value based education, competent staff working in a team spirit, the publication of project reports, innovative research based instructional material are the major highlights of the institution.

Enhancing the spiritual development of students and Development of Research Competencies at the B.Ed. and M.Ed. level are the best practices of the institution.

The college is a private aided, Autonomous, Christian Minority College under Mangalore University and is managed by the sisters of the Apostolic Carmel Congregation who pioneered the cause of women's empowerment in India in 1870. The college is administered by the Apostolic Carmel Educational Society, Mangalore, Karnataka.

Vision

Drawing inspiration from

CHRIST THE LIGHT

Women Graduate and Post-Graduate Teachers and Research Scholars

Will be

LIGHTED TO LIGHT

Young minds amidst the complex National and Global Challenges

Imbued with human values

Towards building up Precious resources for Society

Mission

THE STAFF OF ST ANN'S COLLEGE OF EDUCATION

Imbued with FAITH IN GOD

Will prepare Teachers for Modern Society

With Personal, Academic, Research and professional Excellence

To spread the light of Wisdom and Knowledge to Humanity

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Credits :

- Pioneer institution for Teacher Education for Women in South India.
- Autonomous status granted by UGC in 2007.
- Recognized as Research Centre from Mangalore University in 2008.
- NAAC Accredited with Five ***** status in 2001, 3.63/4 in 2009, 3.71/4 in 2014.

Spiritual Empowerment : The institution fosters Spiritual empowerment of Teacher trainees through

- Personality development programmes,
- Morning assembly with a reflective thought,
- Sharing of prayer and faith experiences,
- value education classes , development of value integrated lessons,
- Celebration of religious festivals,
- Prayer days and retreats for self reflection,
- Value integration practices

Research :

- Developing Research competencies in B.Ed. and M.Ed. programmes
- Training student teachers for Action research and Community Based Projects.
- Developing innovative instructional modules as a part of Dissertation.

- Focus on tool development and administration, analysis and interpretation of data and Writing the result and conclusions .
- Availing research grants from Governmental and Non Governmental agencies.
- Faculty involvement in funded research projects.

Infrastructure :

- Well equipped Physical and Academic Infrastructure enabling a conducive atmosphere for teaching learning,
- Sports facilities with a playground and a gymnasium.
- ICT facilities with Wi-Fi A total of 80 computers are available for students and staff.

Development of Academic and Professional Competencies :

- Well structured Micro Teaching, Practice Teaching, Internship Programmes with periodic workshops for development of the same
- Simulation Practices for developing Teaching competencies
- Extension activities and community based projects.
- Service learning activities based on the needs of the local community

Student support :

- Informal Mentoring, counselling and remedial teaching are provided to students based on their need.
- Opportunities are provided for the all round development of the students with emphasis on academic and non academic activities such as Clubs, Field visits and cultural activities.
- Economically needy students are provided with scholarship.
- Training for Competitive Exams

Library :

- Automated digital Library
- 34685 books and subscription for 44 reputed journals made available to staff, students, alumni campus staff and students.

Alumnae Association : Highly supportive and co-operative alumnae association with a membership of 3804.

Placement : The outgoing students are assured of 100% job placement.

Institutional Weakness

- To strengthen structured feedback mechanisms.
- To have a structured consultancy programme.
- Live studio for e-content development.
- To build linkages and collaboration with international, national and local agencies.

Institutional Opportunity

Research and Collaboration :

- To undertake more Research Projects and avail grants for the same at the international , national and institutional level.
- To extend collaboration with first grade colleges, professional colleges and teacher training institutions, student exchange, faculty exchange and research.
- To motivate staff to publish papers in Scopus indexed, UGC -CARE and other reputed international journals.

Faculty development programmes:

- To identify more opportunities for faculty development programmes based on Research and other Recent Trends in Education.
- To have training programmes for staff on online approaches of Teaching, Learning and Assessment.

Infrastructure:

- To increase infrastructure for e-content development for the benefit of staff and student to prepare e-content.

Green Initiatives:

- To plan strategies to implement green practices and investment towards it.
- To make provisions for disposal of e-waste.

Student Welfare :

- To provide more value added course for the benefit of students and according to the recent trends.
- To encourage students to take up self study courses - online/offline

Administration : Shifting to e-governance, office automation and paperless office.

Institutional Challenge

- Implementation of NEP 2020 recommendations.
- Providing optimal School experiences to Teacher Trainees in the Pandemic situation.
- Infrastructural improvements to meet the needs of inclusiveness.
- Getting admissions for Post graduate programme due to the duration of the programme and the incurring expenses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning:

- The institution being autonomous evolves its own curriculum following Need Assessment, Preparation of Draft Curriculum and Syllabus, Validation of first draft and preparation of Second Draft and Final presentation and approval by statutory bodies namely, Board of Studies and Academic Council.
- The Principal, Faculty, Alumni, External Experts and University representatives are a part of the Board of Studies and Academic Council. Suggestions and feedback is sought during the meetings and implemented accordingly.
- A well-structured Induction Programme is organized and students are oriented towards the Programme Learning Outcomes and Course Learning Outcomes. The PLO's and CLO's are also communicated through the Prospectus and uploaded on college website.

Academic Flexibility:

- The students have adequate flexibility to choose Pedagogy, Optional and Elective courses. Qualified teachers are available to teach these courses. Students have a high range of flexibility in the selection of courses. All these courses are approved by the Board of Studies and the Academic Council.
- With an objective of developing professional competencies, Certificate Courses on Communicative English, Neuro Linguistic Programming & Service Learning were offered to students during the last five years.

Curriculum Enrichment:

- The practice in teaching gives opportunities for the student teacher to receive specific in-service training and put theory into practice.
- During Internship students are trained to conduct action research, develop unit plans, notes of lesson, creating and maintaining resources and organizing academic and co-curricular activities.
- Collaborative Tasks namely, Micro Teaching, team teaching, Simulation Lessons, ICT lessons are organized.
- Research competencies are developed through training for Action Research, Research Projects and Dissertation, opportunities to attend seminars, workshops and participate in public viva voce examinations of PhD in Education.
- The Science Club, Electoral Club, Eco Club and Literary club provide opportunities to explore creative capabilities of students.
- The core papers on ICT basics and ICT Applications provide support to all types of learners in developing generic competencies and expertise in the use of ICT tools.
- To develop skills and desirable attitudes among students Celebration of days of significance, Sports day, Language Lab, Spiritual Orientation and Service Learning are organized.

Teaching-learning and Evaluation

Student Enrollment and Honoring Student Diversity:

- The institution offers B.Ed., M.Ed. and Ph.D. programme in education. The intake of B.Ed. and M.Ed. programmes is 50 each per year. For the B.Ed. programme, 50% selection is done by the Management and the other 50% is by the government.
- Student diversities are identified at the entry level and periodical mentoring and feedback for the development of the learners is done.

Teaching Learning Process, Competency and Skill Development:

- Teachers use varied modes of learning such as Interactive and Participatory approach Experiential Learning, Focus Group Discussions, Problem Solving Skills, Active Learning Strategies, Reciprocal teaching strategy, Collaborative Learning, Flipped Classrooms, Blended Learning, Lecture Discussions, seminar Presentations and Team Teaching.
- Online Modes of learning: The faculty have developed e-content course through Moodle - an open learning Management system (LMS) to create a personalised leaning environment for post graduate students along with preparing video scripts and presentations using ICT. The teachers use this course to integrate their teaching, content management and assessment. Teachers use Google Classrooms as LMS to integrate ICT in teaching. Students use ICT support for various activities that include Practice teaching, Internship, preparation and presentation of assignments and for various non- academic activities.
- Formative Assessment of classroom activities is done effectively through online mode by teachers.
- Continuous mentoring is provided to students to prepare students for professional life based on their personal and academic growth.
- Workshops, seminars, guest lectures and content enrichment programmes are conducted for students to provide exposure on various aspects related to education.
- Models of Teaching and Innovative strategies in Advanced Pedagogy are practised by the students to enhance their teaching skills and nurture creativity and intellectual abilities.

Evaluation Process:

- The institution has separate mechanisms for grievance redressal related to Semester Examinations, Internal assessment tests, Internship and other practical work. The pass percentage is 100% during the last five years. 88 % of students have secured more than 70% in internal assessment.

Infrastructure and Learning Resources

Physical facilities:

- The college campus is located in the urban area of Mangaluru City Corporation of Dakshina Kannada District of Karnataka. The campus has an area of 8 acres and built up area is 6594.73 square meters.
- The institution has adequate facilities for Teaching and Learning

- The physical facilities include well-furnished classrooms, seminar and lecture halls, laboratories, sports facilities, playground, gymnasium and provision for indoor sports. The academic infrastructure includes a well-equipped library, ICT facilities in classrooms for teaching-learning, internet facility (Wi-Fi), and reprography facilities. Every year the physical and academic infrastructure is upgraded with additional books and journals, ICT equipment's, furniture's and other necessary equipment's.

Library as a Learning Resource:

- Library has a collection of 34,653 books, 71 research journals/ periodicals which includes collection of Reference Books, Educational and Research Journals, Surveys, magazines, dissertations, doctoral theses, Encyclopedias, Psychological Test Manuals, Atlases and other reference materials. A total of Rupees 9,23,892 is spent for library books and journals from 2016 to 2021
- The Library software '**EASYLIB (4.4.2)**' is used by the Staff and the Students to search the database of books based on Author, Title, and Subject catalogues. Online Access is available to all the Journals published by SAGE. Online Access to e- resources (more than 9,330 e-journals including Current Issues and more than 2, 50,872 e-books) through INFLIBNET is available. Bibliographic Index of our Library Journals is available for Ready Reference Work.
- **Library digitization** - The project on digitization programme in association with the Society of E-Governance Digitization Data Centre (SEGDC) is in progress. As a part of digital India the institution has opted for '**Digi -Library**': The Complete Transformation of Library management into digital format. The total value of project investment is Rupees 6, 681,550/.

ICT infrastructure:

- ICT facilities such as computers, Projectors, Printers and reprography facilities are upgraded. Wi-Fi facilities are provided to staff and students. 81 computers are used for academic purposes.

Maintenance of Campus and Infrastructure:

- The institution ensures effective mechanism for optimal allocation of the available financial resources for maintaining and utilizing physical, academic, sports and support facilities for its effective functioning.

Student Support and Progression

Student Support:

- A gamut of **capability building, and skill enhancement initiatives** were organized in the Institution related to academic, technical and organisation aspect. Student teachers have greatly benefitted from these initiatives to enhance their professional competencies.
- Institution has **modern amenities** to aid students learning. It includes digitized library, book bank facilities, hostel and other facilities.
- Scholarships and other monetary benefits are provided to needy Students as students from lower

economic strata are always the priority of the institution.

Student Progression, Student participation and activities:

- The Institution has an organized Placement cell. Employability rate of student-teachers is quite high. Immediately after the completion of the programme all our students are employed and demand for our students is very high. The graduates of the Institution are employed in administrative positions and appointed as teachers in the government & Private sector in international, national, state and local schools of high reputation
- The institution provides training to students to write **competitive exams**. The training has benefitted a large number of students to clear competitive exams.

Alumni engagement:

- **Alumni Association** is the crux and strength of the institution. They are involved in curriculum enrichment programmes as members of statutory bodies of the institution, serve as resource persons for content enrichment programmes in different pedagogies, judges for various competitions, constant guidance and mentoring during practice-in-teaching, monetary help to needy and deserving students, involvement in various student welfare measures in the institution and organizing Mother Josephine Memorial Lecture for alumnae of the institutions.
- **The Alumnae association has Instituted Gold medals** and cash prizes for Toppers of M. Ed and B. Ed programmes.

Governance, Leadership and Management

Institutional Vision and Leadership

The representation of staff and students in committees and cells is functional in Governing Body, Academic Council, Board of Studies, IQAC, Planning and Evaluation Committee, Admission Committee, Research Committee, Student Welfare Committee, Job Placement Committee, Library Committee, Anti Ragging Committee, Grievance Redressal Cell, Sexual Harassment Prevention Cell and Equal Opportunity Cell. The committees meet periodically to evaluate the programmes undertaken and discuss perspective plans.

Strategy Development and Deployment

Every activity conducted in the institution follows a strategic plan for its development and deployment. Development of Simulated ICT based Lessons is one of the activities successfully implemented annually by the Institution.

Faculty Empowerment Strategies

A number of faculty development programmes have been conducted by the institution. Budget is allocated from the Autonomous grant towards training and retaining of faculty and towards participating and organizing workshops, seminars and conferences for faculty. Infrastructural facilities including centralized ICT facilities have been provided.

Financial Management and Resource Mobilization

Regular Internal Financial audit is conducted. The development grant and Autonomous grant received from UGC are used to improve the infrastructure facilities and learning resources. An amount Rupees 7,50,000/- was established as a Platinum Jubilee Scholarship Fund.

Internal Quality Assurance System

Several quality initiatives are implemented by the IQAC such as organizing seminars and workshops, awareness programmes on thrust areas and recent trends in education, use of innovative strategies in education, Capacity building workshops, Training in ICT with a purpose of developing professional competencies in students.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities :

- The institution has Energy Conservation Policy, Waste Management Policy, Water Management Policy. Awareness on Segregation and Management of waste is provided to students in view of Environment protection.
- The institution is committed to maintaining cleanliness and sanitation and provides opportunities for a healthy pollution free environment. Seminars on Health and hygiene are organized.
- The institution has been awarded for '**Best Green Initiatives in First Grade Colleges Sector**' by Karnataka State Pollution Control Board , District Administration, Dakshina Kannada District.
- To support green practices, the solar panel is installed for power use and upgraded.
- Student teachers are trained to use locally available resources to enhance teacher competencies. Community related activities are organized to balance community engagement and students' goals. In view of this, visit to various places of scientific and historical importance, field trips and outreach programmes are conducted. Some of the community engagement practices include
 - Sensitizing the community on e-banking
 - Rallies on electoral rights
 - Street plays highlighting the importance of Right to vote.
 - Visit to Rehabilitation centers.
- Local experts are invited to sensitize the students on various issues and trends through workshops, seminars, guest lectures.
- The institution has a prescribed code of conduct for students and teachers and is displayed on the website.

Best Practices:

- Two best practices identified by the institution
 - **Developing Research Competencies** - This practice focuses on promoting Research Skills and

incorporate research findings in their classrooms. The thrust areas for research include environment, gender issues, reflective teaching, sustainable development and action research.

- **Community Engagement through Service Learning** - This practice develops in students the quality of integrating academics with community service to enrich learning, develop civic responsibilities, character and interpersonal skills to positively contribute to the society. The service learning activities designed and practiced include the target groups namely, specially challenged children, elderly people in destitute homes and school children of rural areas.

Institutional Distinctiveness:

- Spiritual empowerment of teacher trainees is the distinct area relating to the vision and mission of the institution. This is achieved through prayer days, value integrated lessons, morning assembly, value education classes, inter religious harmony prayers and dialogues, meditation and training in yoga.

Research and Outreach Activities

Resource Mobilization for Research:

- Five Research Projects are completed in the last five years by availing grants from Government and other agencies.
- Support is provided to staff to attend conferences related to research.
- The research committee meets regularly to evaluate and discuss the growth of research activities and plan new research initiatives. Innovative ideas are shared by staff and the Students develop innovative instructional modules under the supervision of research guides.

Research Publications:

- A number of research papers have been published by the faculty during the last five years in International, national and UGC-Care approved journals.
- The research output of the faculty is published as chapters in edited books and a number of articles are published in National and International conference proceedings.

Outreach activities:

- The Institution has organized a number of outreach activities in the last five years related to Service Learning, sports meet in schools, Community Awareness Programmes on health and nutrition, women empowerment and e-banking.
- Days of national significance such as Constitution day, National Science Day, Vigilance awareness week, International Yoga day and other significant days are celebrated. 86% of students have participated in these activities.
- Students participate in National Priority Programmes such as National Science day, Sadhbhavana divas, Swachh Bharat and awareness programmes on voting.
- Students are sensitized to social issues through visit to Specially challenged children of the community,

elderly people and unaffordable poor children of the community

- In order to sensitize the community towards E-banking (cash less economy) five programmes were conducted to create awareness on e-banking, demonstrate the use of simple mobile using SMS service, Smartphone, Link Aadhar card with bank online, access Internet banking and the use of E-wallet.
- The institution has been awarded for '**Best Green Initiatives in First Grade Colleges Sector**' by Karnataka State Pollution Control Board , District Administration, Dakshina Kannada District.

Collaboration and Linkages:

- The Institution has MOU's with academic institutions for academic activities. The institution has linkages with academic institutions for providing Open electives and conducting research enabling student and faculty exchange.
- The institution has linkages with local community for Service learning and inclusive practices, Practice teaching and internship schools for pre teaching observation of lessons, demonstration of lessons, Organizes events of mutual interest with various agencies and Collaborate with schools for innovative practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANN'S COLLEGE OF EDUCATION(AUTONOMOUS)
Address	St Anns College of Education (Autonomous) Opp Head Post Office Rosario Church Road Mangaluru
City	Mangaluru
State	Karnataka
Pin	575001
Website	www.stannsclegeofeducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dorothy Dsouza	0824-2444047	9483883989	0824-2427360	stannsedn@dataone.in
IQAC / CIQA coordinator	Sharmila L Mascarenhas	-	9880639219	-	mayfair23@yahoo.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details		
State	University name	Document
Karnataka	Mangalore University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-07-1981	View Document
12B of UGC	15-04-1993	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-07-1996	12	Permanent Recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St Anns College of Education (Autonomous) Opp Head Post Office Rosario Church Road Mangaluru	Urban	8	6594.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Under Graduation	English	50	50
PG	MEd, Education	24	B.Ed.	English	50	8
Doctoral (Ph.D)	PhD or DPhil, Education	48	M.Ed.	English	5	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				4			
Recruited	0	0	0	0	0	2	0	2	0	4	0	4
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				7			
Recruited	0	0	0	0	1	1	0	2	1	6	0	7
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	3	0	1	6	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	33	17	0	0	50
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	4	3	0	0	7
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	1	1	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	5	4	5	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	16	14	15	15
	Others	0	0	0	0
General	Male	1	0	1	2
	Female	9	11	6	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	27	27	28	28
	Others	0	0	0	0
Total		58	57	56	55

Institutional preparedness for NEP

1. 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 with the existing 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
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	Integrated Teacher Education Programme(ITEP).
2. 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.
3. 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 course 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,
4. 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,
5. 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.
6. 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.

NAAC

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	113	111	114	116
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	46	52	58	6

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

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	46	52	58	6

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

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	57	56	55	59

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

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	12	14	14	16

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16
File Description	Document			
University letter with respect to sanction of p	View Document			

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

2020-21	2019-20	2018-19	2017-18	2016-17
2577730	3522805	4704116	4035974	4055577
File Description	Document			
Audited Income Expenditure statement year wise d	View Document			

3.2**Number of Computers in the institution for academic purposes..****Response: 81**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Being Autonomous, the Institution evolves its own curriculum. The curriculum planning by the Institution is done as follows:

Phase I: Need Assessment

*The new trends in school education are identified and objectives are been specified. Specific proformas-are prepared to obtain feedback from stakeholders based on the content and learning strategies. Oral feedback is also sought during formal and informal meetings. The feedback is analyzed and used for implementation. Features of the curriculum such as learning goals to be considered for achieving the terminal behavior at the end of instruction is planned. 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: Development of curriculum based on Curricular framework (NCTE)

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. In view of the objectives of Autonomous status, a detailed curriculum framework is prepared based on the need and feedback.

* Responsibilities are shared among the faculty members to prepare the draft curriculum, update or revise the existing curriculum to prepare the syllabus for different subjects. The first phase of validation of draft curriculum is done by faculty members as a team.

Phase III: Validation of the first draft of curriculum and preparation of second draft curriculum

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 potentialities and competencies are prioritized based on the psychological and social aspect of the students. The suggestions given by the Board of Studies is incorporated and the second draft is prepared.

Phase IV: Approval of the final curriculum

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.

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

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

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

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

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0.6

1.2.2.1 Number of Value – added courses offered during the last five years

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

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

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 23.2**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
32	100	0	0	0

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

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

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

Response: E. None of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**Response:** 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the**

curriculum) during the last five years

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

I. A fundamental or coherent understanding of the field of teacher education

This is achieved through the curricular and co-curricular aspects such as:

- Perspective papers and Pedagogical courses give a systematic reflection about the curricular practices and pedagogy. Students are taught about educational, teaching and learning experiences that occur in formal and informal settings in the educational system. The papers also give a deeper understanding of theoretical basis of curriculum, various pedagogical approaches and evaluation techniques. The papers include structural framework which is applicable to different fields of study. The students are able to apply the contextual uses of the Papers in different perspectives of curriculum and relevant in various spheres of professional progress.
- *Engagement with the field : The practice in teaching gives enormous opportunities for the teacher to receive specific in-service training and put theory into practice. The students are assessed based on their levels of understanding of content and skills. The Internship programme trains the teachers to be effective and professional teachers. The primary value of actual school experience in a real situation is explained to the interns and they get a practical knowledge in the functioning of various schools, departments and offices by visiting types of schools and educational departments. They are trained to conduct action research, develop unit plans, notes of lesson, creating and maintaining resources and organizing academic and co-curricular activities.
- Enhancing professional competencies : The Perspective paper on Pedagogic course, content and approaches and Teacher Education deal with the teacher competencies that enable teachers to deal with diversity in the classroom. The students are taught the various professional competencies that need to be enhanced in order to function as an efficient teacher.

II. Procedural Knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

- Collaborative Tasks- Micro Teaching, team teaching, Simulation Lessons, ICT lessons : The student teachers are trained to practice their teaching skills to the peer group thus enhancing

confidence, self-esteem and bringing about improvement in their teaching skills. These tasks focus on sharpening and developing specific teaching skills. It enables understanding of behaviors important in classroom teaching and increases the confidence of the learner teacher.

- **Teaching Practice:** The cooperative schools provide full support and provisions for the student teachers to practice their lessons. The head of the cooperative schools and cooperative teachers share their views, concerns and feedback which prove beneficial in improving their teaching competencies.
- **Training in administering psychological tests :** In order to familiarise the students in assessing various mental abilities, including achievement and ability, personality, and neurological functioning, they are trained in administering psychological tests in various formats. Students are also taught to analyse and interpret the results.
- **Research -** Students are trained to take up Action Research and Research Projects and Dissertation for M.Ed. students. The main focus is on preparation and validation of tool, analysis and interpretation of data and writing of results and conclusions.
- **Participation in seminars, workshops and classroom discussions :** The students with diverse needs are given opportunities to attend seminars, workshops and participate in classroom discussions with the aim of exploring ideas or concepts independently and get hands on experience.
- **Content enrichment inputs :** The teachers' guide the students specifically those weak in content knowledge so that they understand content knowledge deeply and are able to make connections with reference to different concepts, facts, principles and theories.
- **Participation in the activities of various clubs:** To stimulate active participation and initiative among students with diverse needs, the Science Club, Electoral Club, Eco Club and Literary club encourage individual and group activities by providing opportunities to explore their capabilities.
- **Training in the use of ICT tools:** The core papers on ICT basic and ICT Applications provide support to all types of learners in developing common competencies and expertise in use of ICT tools. Teachers make sure all students have acquired the basic skills in the use of technology.
- **Use of Language Lab :** For the students who face difficulty in communicating in English language, the Language lab plays a pivotal role in enhancing the proficiency in English language.

III. Capability to extrapolate from what one has learnt and apply acquired competencies

Internship: The Internship programme is of great significance as it ensures the professional preparation of prospective teachers. This gives a practical opportunity and learning experience to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

IV. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

*Celebration of days of significance – this sensitizes their needs towards patriotism, brings out innate abilities among students

*Sports day- Students are taught to organize a sports day and help in the development of the whole personality of the students. It makes a lifelong and positive impact on the lives of students.

*Language Lab- to equip students with good communication skills

*Spiritual Orientation-to conceptualize students with self-perceived spiritual knowledge, skills, and attitude, session on spiritual orientation and faith formation are organized in the college.

*Service learning- Students are trained in service learning by giving exposure to develop civic engagement skills which enhances their group, organizational and interpersonal skills.

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

Response:

- The institution creates an environment that values the various backgrounds, perspectives, and inclusion in the school set up. Fostering a school environment that embraces diversity and inclusion is an important practice that requires careful consideration of all aspects of an education setting—from the school policies to the curriculum. The various Perspective and Pedagogical papers familiarise students with diversities in different perspectives.
- The Perspective paper on Education in Contemporary India discusses 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 on the functional differences between heterogeneous groups of students along with provisions, challenges and standards in diverse school situations. The paper also highlights the comparisons 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 through teaching the Paper on Educational Management and Administration. Students' are trained in organizing school programmes and activities and maintaining school records.
- During actual 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. Thus the whole Internship gives a practical exposure to the students in developing the skills learnt through the various perspective papers and pedagogic courses.
- The Perspective Paper on Secondary and Senior Secondary Education for M.Ed addresses about the functioning of various Boards in India and abroad with a comparison on basis of teaching and assessment methods, curriculum, difficulty level, features and other factors affecting a student's overall development. The paper also includes the distinction in functioning, structure, examination system, features and curriculum with respect to different types of schools both at the centre and state.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

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

Response:

- Enables students to analyze process of human developmental variations, helps in perceiving theories of learning, intelligence and creativity and apply in learning situations.
- enhance professional capacities in using differential instruction, Individualized Education Programme (IEP) and critically reviewing issues and policies of Inclusiveness.
- train students to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, opening education resources and ways of integrating ICT into learning process.
- guide students in 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, practice of Models of teaching in respective subjects and preparation of teaching learning materials.
- understanding fundamentals and the nature of Language, social science, science, mathematics and school subjects.
- To learn respective areas of pedagogy w.r.to kannada, English, physics, chemistry, social science, mathematics, biology and commerce. Training to design unit plans and lesson plans, familiarizing with resources to teach the particular subject, acquisition of teaching skills through various activities, structured guided library work, training in expository writing, content enrichment workshops, remedial instruction etc is provided.
- To help students execute tasks related to innovative practices in teaching with assignments related to designing modules for facilitating learning in their respective pedagogies
- train students to develop ability to use language for academic communication. Students are trained in the administration of psychological tests and conduct a case study in the paper on

The paper on **BEDCBCS 1.8 Microteaching and Integration** equips students with knowledge of integrating teaching skills and simulation of lessons to improve their abilities, skills and expertise.

BEDCBCS 2.5 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.

The paper on **BEDCBCS 2.6 Research Project** helps students to undertake action research projects in any one of the areas related to school education.

BEDCBCS 2.7 Field Assignment deals with administering unit plan, test items, unit test, diagnostic test and remedial instruction

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: E. Any 1 or none of the above

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

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 57

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

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

Response: 20

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

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

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

This is achieved through the following:

1. Admission Cell

The College has a well-structured Admission Committee headed by the Principal, Vice Principal and representative faculty members. The Admission process consists of 4 steps

Step 1: Distribution of application forms

The admission committee inquires whether the candidate has fulfilled the basic requirements for the course such as minimum percentage of marks in Bachelor's degree, subjects and migration certificate for outstation candidates. The College prospectus describing the nature of the Programme is given.

Step 2: Collection of application forms and gathering preliminary data

The eligible candidates submit their application forms with necessary documents

Step 2: Candidate Interview

The candidates are interviewed based on questions related to their stream, their family background and interest level with which they have opted for the course. The candidates are also explained about curriculum and academic atmosphere of the college. Once the students are admitted for the course committee makes all efforts to resolve any kind of personal or academic difficulties encountered by the students. The interview is conducted with an accessible mode of communication being one to one interaction. The whole admission process thus gives a valuable opportunity for 50% of candidates seeking admission to get a holistic view about the B.Ed. and M.Ed. Programme and have a mindset of preparedness and readiness prior in undergoing the professional education programme.

2. Based on eligibility conditions and previous academic performance, the learning needs of students are addressed by these means,

- Interactive sessions with the faculty to identify strengths and weaknesses among students. The students express about their talents and potentialities and the reasons for undertaking the course..
- Interactive sessions with former batch of students. The former students express their opinions and a brief outline of the entire course which strengthens academic support among students
- To evaluate readiness of students to undergo the professional course, informal and formal assessment is done by the institution

As formal assessment, a Teacher Aptitude Test is conducted which is objective in nature. The test is analysed and it evaluates the students' potentials for teaching profession along with awareness of specific factors such as flexibility, values, acceptance, positive attitudes towards the profession, intelligence and creativity. The Aptitude test will in turn help a student to know about her occupational and vocational choices and plays a crucial role in career planning. Thus Aptitude test plays an important role in teacher education programme to improve the quality of the programme and also identify the learning needs and help them improve upon their effectiveness, abilities, individual capacities and train the students accordingly.

Based on their interests, students are grouped into different clubs and cultural activities. **This form of informal assessment** allows the students to identify their shortcomings, habits and helps teachers take necessary action for its improvement. To form this as a basis for teaching, A content test is given at the entry level in order to judge the language and subject competency. The Pedagogy teachers orally teach and revise the content using techniques and strategies.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: B. Any 4 of the above

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

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

Response: No Special effort put forth in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 12:1

2.2.4.1 Number of mentors in the Institution

Response: 10

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

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The varied modes of learning used by teachers and their rationale for adopting them is as follows:

1. Interactive and Participatory approach-The teachers employ interactive and participatory approach in transacting the subject matter and facilitate students in self construction of knowledge. This includes group interactive sessions where learners gather information in social and flexible environments.

2. Experiential Learning-Teachers use Field experiences to allow students to relate and reflect on their content, specialized and pedagogical knowledge, skills and attitudes in various school situations.

3. Focus Group Discussions - Teachers use focussed discussions in class lectures to organise learning, discover ideas or experiences on a particular topic.

4. Problem Solving Skills - Teachers use problem solving skills to make students articulate their problem solving process and teach them to identify specific problems and difficulties. students are given action research projects, club activities, models of teaching and certain classroom activities to emphasize

5. Active Learning Strategies- Teachers use techniques of active learning such as brainstorming, one minute paper, think-pair-share, fish bowl techniques, socratic questioning, classroom opinion polls etc in transaction of content and also encourage students to include them during teaching practice.

6. Reciprocal teaching strategy is also employed by teachers to summarise the text at the end of the instruction. This strategy encourages students to think about what they are reading and their thought process and allows them to collaborate with one another to gain a better understanding of a text and to be actively involved in monitoring their comprehension

7. Collaborative Learning- Whenever teachers teach concepts with higher order thinking, this strategy is used and builds self management skills, increases self esteem among learners.

8. Flipped Classrooms - This instructional strategy is used by teachers to transform learning into an interactive flexible learning environment by constant interaction in the classrooms and then providing video or audio materials on online platforms for further reference.

9. Blended Learning - Teachers use blended mode to facilitate deep discussions, collaboration and initiate problem solving opportunities.

10. Online Modes of learning

The M.Ed faculty have developed **e-content course through Moodle-** an open learning Management system(LMS) to create a personalised leaning environment for post graduate students along with preparing video scripts and presentations using ICT. The teachers use this course to integrate their teaching , content management and assesment.

Assessment through online Quizzizz, Testmoz is effctively done for online testing of content by the teacher and helps in strengthening content knowledge. The online modes of learning are used by teachers during pandemic in delivering the content on a virtual platform. The students actively participate in online discussions and interactions.

11. Lecture Discussions and seminar Presentations

Teachers use lecture discussion method to teach theory involving recognition and employment of different perspectives and skills to create an inclusive classroom environment. This is followed with seminar presentations where teachers present topics that keep discussions constructive and positive.

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

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

Response: 28.17

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

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

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

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

Response: 100

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

Response: 115

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

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

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

Response: A. Any 4 or more of the above

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

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The competencies developed for escalating Professional attributes in students are listed as personal effectiveness, communicative and interpersonal skills, professional practice and leadership. Having a regular access to mentoring is significantly followed by the institution in order to contribute to the professional growth of student teachers.

During the commencement of the academic year, students are divided into **groups or teams** randomly and a mentor is assigned to each team. The main role of the mentor lies in providing any kind of guidance in enhancing professional performance and development in the mentee. The team meets on different occasions to discuss needs of individual students in regard to their personal and academic growth in the

institution. There are 2 periods in a week allotted in the time table for mentoring. Students those who lack teaching skills are given extra time for preparation, assigned peer tutors, extra assistance in and outside the classroom. The problems or an issue of every mentee is recorded in a note book for future reference. 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**. The basic barriers that affect the growth of individual students of various inclusive groups are taken care through continuous mentoring by the faculty members. Students are guided in organising activities for advanced pedagogy papers and reading and reflecting by continuous mentoring. Students are trained to take up research projects to facilitate relationship with the mentor and thus strengthen and challenge one's interest in the broad new area.

Every faculty in the institution takes the **role of a mentor for oneself, with colleagues and authorities** in terms of sharing certain core skills such as decision making ability, using his/her potentials for the growth of the institution, listening actively, showing initiative, encouragement and accepting corrective feedback from higher authorities and working towards its implementation.

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 institution prepares a detailed time table so that all classes are flexible for the teachers and are not over burdened. There are provisions for adjusting the timings in the consolidated time table. Gaps in timings are maintained so that every faculty gets time for preparation and there is sufficient gap in the number of classes.

The mentors update students **with recent developments in education and life**. This is needed for the mentors in order to bring about life long learning opportunities in the future. Knowledge based assignments and hands on activity are given to students where they are expected to make vast references for the topics assigned. This helps students to keep themselves updated about current and recent developments in education and strengthens learning diversity among students.

File Description	Document
Documentary evidence in support of the claim	View Document

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

Response: B. Any 4 of the above

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

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

Response:

Case 1: Models of Teaching

The institution makes provisions for pre-requisite training using Models of Teaching with the sole purpose of engaging students in particular cognitive and social tasks. The orientation to the types of teaching models is covered under the Course paper- Pedagogic, Tools and Techniques. Theory based orientation is given by the concerned faculty stressing more on the syntax of each family of models. The history of the families of Models is taught in detail along with the syntax, principles, social and support system. The modern teaching models such as Inquiry Training Model of Teaching, Concept Attainment Model of Teaching and Synetics Model of teaching from the family of Personal Models are demonstrated by the respective pedagogy teachers and are practiced by the student teachers. Every model has instructional and nurturant effects focusing on developing the following from each of the families of modern models and thus the models practiced in the institution nurture the following aspects.

The **Inquiry Training Model** develops information-processing and problem-solving skills. Students are involved in the construction of in-depth knowledge through active involvement in the inquiry process. Thus the model reflects creative interests and goals

Concept Attainment Model develops the power of innovative imagination and focuses on improving analytic skills, in-depth content mastery and attainment of new concepts.

Synetics Model increases creativity among learners in regard to fluency, originality, flexibility in thinking and elaboration of concepts. It helps in identifying individual differences and focus on problem solving skills.

Thus the fundamental elements of the model such as focus, principle of reaction, support system and social system result in achievement of specific objectives, effective teaching, relationship between teaching and learning, life skills and applications to daily situations.

The students integrate the models of teaching while developing lessons for teaching practice and internship.

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.
- It helps in making the teaching more effective and providing a theoretical rationale to teaching.
- Teaching models assist students to create more interesting and effective instructional materials and learning sources.
- Teaching models assist teachers to develop their capacities to create conducive environment for teaching, as it is practical in nature.
- Teaching model evaluates the behaviour of students. Each model has a set criterion for assessment with the help of which the changes in the students' behaviours can be easily evaluated.
- Through models of teaching, students are able to retain the information for a longer period of time

Therefore with the use of models of teaching by teachers in the classroom escalate the primary goals in students such as increase of self-worth, recognising emotions and how emotions affect other aspects of behaviour, developing goals for learning, increasing competence, creativity and openness to new experiences.

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.

The teacher educators teach about various classroom strategies which are useful to students in the classroom. This prepares students' for the diversity that they may encounter throughout their academic, professional and social lives. At the same time, this differential instruction instils within each student a sense of responsibility and enhances thinking skills in accepting and accommodating the academic faculties of children with disabilities in their classrooms.

The teachers provide training in developing learning modules in different pedagogies in relation to writing instructional objectives, content analysis, task analysis and validation of modules. This significantly increases innovativeness and achievement by supporting student learning. The students construct modules according to their understanding of the content and take control of their own learning. With the intention of inculcating self-confidence, creativity, intellectual skills among students, the teachers deal with higher teaching techniques such as conferences, seminars, symposium, workshop and panel discussions. The application of each of the techniques is explained to the students.

The practical aspect of this paper includes field work and assignments in each of the pedagogies. Each assignment will be given a time limit of 15 days where a student is asked to have the introductory theoretical presentation and execution of the task. Each Pedagogy teacher takes responsibility in demonstrating Instructional Design Models and strategies with its theoretical perspective such as Metacognitive strategies, Autonomous Learner Model, Situated Learning Model, Advanced Organiser Model of Teaching and Experiential Learning.

Having the theoretical background of Instructional Design Models and steps of developing modules, the students are given the task of designing instructional material for a content of secondary school subject using any of the innovative approaches of teaching. Students are also asked to prepare instructional

material for topic of choice for slow learners and gifted using any of the instructional design models of teaching.

Impact on students

- These practical aspects strengthen learners' development in meeting their needs.
- The students, specifically those 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.
- The assignments on writing lessons by integrating the development of Teaching Learning Materials (TLMs) such as making creative charts, working modules, subject related kits, resource units, activity banks etc promotes among creative and critical thinking, increase motivation, gives hands on experience and the best outcome of this learning is felt when they are able to apply the idea of TLMs in real life situations.
- Teaching with innovations to improve learning activities facilitates the development of students' cognitive skills and provides a conducive environment for learning.

Thus, knowledge of Advanced Pedagogy helps students meet the required competencies such as innovativeness, reasoning, cognition, critical thinking, empathy, life skills, genuineness and mastery over learning.

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

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: B. Any 3 or 4 of the above

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

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

Response: A. All of the above

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

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

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

Response: D. Any 1 or 2 of the above

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

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

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

To incorporate teaching skills among teacher trainees, the Internship Programme is conducted in three phases.

Phase 1: Pre-Internship

1. Selection of schools for internship

The College identifies the schools based on the need and availability of the schools for internship on request to the heads of institutions. A minimum of two and a maximum of four students are allotted to each school. This includes,

2. An orientation is given to the School Principals or mentor teachers about the roles and responsibilities that are to be shouldered by the interns in the respective schools. The assessment and monitoring process of various activities and tasks is mentioned during the meeting.

3. An orientation about the whole internship programme is given by the Mentor Teacher Educators of internship by directing about the objectives and competencies expected during the programme. They are guided for visits to different schools and offices, projects, activities and other tasks to be undertaken in the schools. Interns are informed about the academic activities to be conducted, class records to be maintained and observation of lessons to be made. The purpose of each of the visits to departments and schools is given along with the necessary information to be collected about the functioning of the same.

4. The faculty of the institution will define the roles and guide the interns in preparing unit based lesson plans, notes of lessons, preparation of unit tests, diagnostic testing and remedial teaching. The faculty directs the interns on the activities and tasks to be undertaken with the organisation of co-scholastic, extra curricular, remedial classes and action research planning. The importance of each of the activities is specified to the interns based on internalising the actual and unique facets of school set up. They also take part in monitoring students' performance by visiting the internship schools. This monitoring process primarily focuses on assessing an intern's personal strengths and weaknesses as a teacher, communicator and a leader in the classroom.

5. The student performance is streamlined through various aspects and assessed through mentor assessment sheets provided by the college to the mentor teachers. The interns are also assessed in their classrooms regularly by their mentor teachers. systematic feedback mechanism is adopted where interns are given necessary suggestions so as to modify their behaviour, communication and implement innovative methods and strategies with the aim of delivering quality lessons. The feedback also helps in preparing the interns for in-service training and grow professionally as a competent teacher.

6. During the Phase one of actual internship, the interns are exposed to a variety of school setups, wherein 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. Prior permission is taken from the Principals to orient the interns about the objectives, curriculum structure, features and assessment pattern of each of them. During this phase, the interns are guided on the preparations to be made for practical lessons, presentation of internship experience and viva voce.

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

2.4.9 Average number of students attached to each school for internship during the last completed academic year**Response:** 25.5**2.4.9.1 Number of schools selected for internship during the last completed academic year****Response:** 2

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The proficiency of School Internship Programme depends on the effective monitoring mechanisms adopted by the institution to assess the internship in schools and identify gaps between the planned and achieved results. This includes the role of :

1. **Role of Internship Coordinator-** This is the Teacher Educator in the institution nominated by the Principal to coordinate the school Internship Programme. The Coordinator allots the Mentor Teacher Educators with a group of students who will be responsible for assessing the interns' overall performance in the respective internship schools. These MTE need to interact with the assigned internship schools and monitor the progress of each intern by either a phone call, mail or visiting the school without informing the intern.
2. **Role of Mentor Teacher Educator (MTE)-** The Mentor Teacher Educator visits the school atleast twice during the internship programme without prior information to the interns. The MTE assesses the interns with respect to their lessons, activities, involvement in school activities, action research projects and other. The MTE also gathers information from the Mentor teacher, subject teachers and head of the institution about the details of the responsibilities and participation of the interns in every activity of the school. The interns need to improve or modify their lessons based on the suggestions given by the mentor teacher educators. The interns are assessed on a marks sheet consisting of marks assigned for different activities during internship.
3. **Role of School Head/ Principal –**The Principal orients the interns about the intensive participation in all school activities and fulfillment of objectives of the internship programme. The Principal assigns a Mentor teacher to each of the interns. The Principal supervises the lessons and the activities to be shouldered by the interns. Appropriate feedback is given at regular intervals to improve innovativeness, performance, capacities and abilities.
4. **Role of the Mentor Teachers and subject teachers–** The Mentor teacher and subject teachers guide the interns with regard to teaching lessons, participating and organizing morning activities, discipline, documentation, literary and cultural activities, school related activities, conducting tests, self-evaluation and many others. Interns are assessed on a daily basis and assessment is done on a Mentor assessment scale provided by the Institution with the observation of lessons. The mentors give feedback based on observations and suggestions for improvement. Subject teachers guide the interns about methods and techniques to be used in transacting the content, classroom management techniques and ways of making references to enhance content mastery.
5. **Role of Peers-** The Peers observe lessons of the interns and help in the organization and participation of various school related activities. The overall performance of the lessons of interns is assessed by their peers on a Peer evaluation scale. The Peer review provides a structured learning process for interns to critique and provide suggestive feedback to each other about their work. This mechanism of peer review instills among interns skills in assessing and providing constructive feedback to others, and also equips them with skills of reflecting on their abilities and competencies to self-assess and improve their own work.

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

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 88.75

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

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

Response: 56.34

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

Response: 8

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

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

Response: 8.93

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

Response: 134

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

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

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

Response:

1. In house discussions on current developments and issues in education

The teachers are involved in conducting open discussions about the current developments in education and reflect on the issues concerning the trends in higher education. The In house discussions held are:

1. New Education Policy 2020

Faculty members discussed about benefits on professional standards of teachers and educational changes brought about by the policy, While others shared their opinions on issues related to the changes, role of culture, knowledge, education, and space for creativity in teaching methodology. Discourse about principles of the policy and vision regarding many dimensions is made.

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

In the year 2018 , discussions about pros and cons of two year B.Ed programme was discussed by inviting resource persons. Issues pertaining to formulation of new programme and its needs, problems faced by other institutions and dilemmas were discussed.

3.In house discussions to Research such as Pre-colloquiums and PhD vica voce.

External examiners from different Universities conduct Pre-colloquium of reserach scholars and PhD viva voce. This serves as an interlink between other Universities in collaboration.

3. Teachers attend various academic programmes

Teachers attend seminars, conferences, workshops, Faculty development programmes, Faculty Induction programmes, orientation courses, refresher courses and short term courses in order to update themselves about progress made in education and improve their quality in education professionally. They also participate and present research papers at international and national conferences and thus enhance their academic expertise. This information is shared in the staff meetings and discussed.

4. Techno- Pedagogy Workshop was conducted

With effective discussion in the meeting, an online workshop on developing online modes and e-content development was condcuted for school teachers. The staff served as resource persons.

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, reflect on the practices and principles of the current focus in the educational system.

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

3. **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 named as **SACE** where the Principal and faculty share official information in the group. Matters related to online workshops, official information is announced by the Principal as the group admin. Teachers are also free to put across any educational news. The staff are also a part of the group of 'The Association of Mangalore University College Teachers(**AMUCT**) where the President and other faculty share information regarding finalisation of guidelines, matters related to Policies and official orders.

5. Sharing of educational information among staff

The Principal shares news about conferences, workshops, lectures available where staff is given seed money from the institution to attend the programmes. A file concerning the invites and brochures of various programmes are maintained for references.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

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

Response:

The College adopts a system of assessing the academic performance of the students continuously. This includes:

1. Continuous assessment in curricular aspects

Two internal tests are conducted in every semester. The students are allotted 20% of the total marks for each course for tests and assignments with seminar presentations. In this framework, students have to answer a descriptive paper carrying 20 marks each in every perspective paper. The assignment marks are awarded based on references made, uniformity in organizing the matter for assignment, presentation and classroom interaction. Based on their performance in the seminar presentations the students are informed about their progress and if need be are asked to modify the assignments. The students who have not performed well in exams are given remedial measures for improvement.

2. Continuous assessment in practical aspects

This includes micro teaching and integration, Practice in teaching, internship, school lessons and reflective diary.

The performance of students is measured through Microteaching and Integration where students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills and expertise in their teaching profession. Students have to practice 8 micro teaching skills followed by 4 lessons in each pedagogy based on integration of all micro teaching skills. Once students achieve the teaching skills, they have to get acquainted with the school environment through pre-teaching which involves observation of lesson demonstration of teachers and college faculty. During the Teaching practice, students are assessed for their content mastery, transaction of the content and the consistency in using tools and techniques in developing the lessons. They are also trained in using various tools and techniques of evaluation.

The students are exposed to actual school engagement through an internship programme conducted in three phases.

The student performance is assessed for all activities of the internship schools through mentor assessment

sheets provided by the college to the mentor teachers. The interns are also assessed in their classrooms regularly by their mentor teachers. The interns are guided in preparing unit based lesson plans, notes of lessons, preparation of unit tests, diagnostic testing and remedial teaching. The faculty directs the interns on the various school based activities, community projects, action research and tasks to be undertaken in schools.

To foster continuous growth and development and develop research competencies among students, action research projects, community based projects and school based projects are undertaken by the B.Ed students. Students are guided by the respective faculty by first having a critical reflection on discussing problem areas in different situations. A detailed plan of action is proposed where necessary changes, techniques and strategies are planned for the preparation of action research project. This Project is undertaken during internship programme.

Students are practically trained in adapting ICT in classrooms with preparation of assignments and are assessed for the same. Students are trained to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learn to use open education resources and ways of integrating ICT into teaching & learning process.

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

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

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

Response: B. Any 3 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institution has an organized mechanism for grievance redressal related to internal evaluation. At the commencement of the B.Ed Programme, faculty address the students about the various components of evaluation process. The students have the flexibility to approach the faculty, controller of examination and the Principal to redress the examination related grievances. This is conducted as follows:

- **Grievances related to final semester examination**

Once the final examination of the semesters is conducted, evaluation is immediately done and results are published within a month which is strictly time bound. In case any student is dissatisfied with the marks assigned during the results, they can approach the Principal or Controller of examination for justification.

- **Grievances related to internal tests**

Once the faculty gives the answer papers to students, the answer key is thoroughly analyzed through discussing the points for the questions as well as the marks allotted to the points for the answers. Students discuss in groups and ask grievances or queries to the concerned staff. After justifying with the group of students, the individual students can approach the faculty or principal for related queries and this grievance is handled with personal mentoring and sorted out.

- **Internal evaluation concerning field work and immersion**

The information regarding the allotment of marks for each of the criteria in practical skills is mentioned by the faculty so that students can prepare qualitatively according to the components in the criteria. Students are assessed for practice in teaching with the required criteria for 50 marks in each pedagogy given by both internal and external examiners keeping in mind each of the components given in the particular criteria. Students are assessed with 50 marks for practical exams by internal and external examiners. Internship programme is assessed for 150 marks concerning the overall curricular and co-curricular activities in the form of a report followed with viva voce. Students are assessed for each of the skills in micro teaching followed with integration of lessons. Criteria are formulated for simulated teaching, advanced pedagogy, Inter-semester break 1- School Internship and ISB2 Teacher Internship, Research based projects, reading and reflecting, field assignments and Language across the curriculum. The marks of the entire work are

entered in the result sheet of the student where each individual student understands the allotment of marks in each of the field work.

- **Grievances related to criteria based assignments in various subjects**

Students are given assignments after teaching the subject matter and assessed on basis of certain criteria followed by a presentation by individual students. These marks are entered along with final exam marks. Students can approach the controller of examination, faculty or Principal in case of any doubts or grievances related to the marks allotted.

Students also have the provision of a suggestion box to put in a note of dissatisfaction or any kind of grievances that are genuinely related to academics if any. The entire mechanism for grievance redressal is deliberated by the Principal along with grievance redressal committee members which follows transparency and is strictly time bound.

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

Response:

In order to facilitate the teachers and update about all the activities to be conducted for the academic year with regard to the internal evaluation process, the academic calendar is prepared and published once finalized. During Institutional Planning, the Principal with the staff members holds a thorough discussion regarding all the activities of the institution and keeping in mind the evaluation of the activities of the previous academic year. The academic calendar is also published on the college website and a copy of it is given to the faculty as well.

The 'Academic calendar' consists of relevant information concerning the various academic and non-academic activities to be organized, the number of 100 working days in regard to teaching learning schedule, list of holidays, dates for internal examination (2 internal tests of 20 marks each in a semester), final examinations of each semester along with dates for valuation. The dates for practice in teaching, internship, practical examinations and field assignments is also considered with an intensive discourse between the faculty and the Principal.

The academic progress of students is monitored on a regular basis by adopting strategies of continuous evaluation, seminars, projects, unit tests and semester exams. The Internal assessment is reviewed by the Principal repeatedly.

The Principal conducts academic committee meetings through which frequent reviews of the semester's progress are done along with providing suitable suggestions. The institute incorporates the necessary changes accordingly in case of any changes or modifications. The academic calendars help faculty members to plan their corresponding course delivery, research work, academic and co-curricular activities.

Once the academic calendar is drafted based on the modifications and suggestions, it is passed through the Board of Studies (BOS) where the BOS revises the academic calendar through scrutinising it and if no

changes are to be made the Academic calendar is then placed before the Academic Council. The Academic Council discusses it with the committee members and based on the modifications, the Academic calendar is passed. Once done, it is printed by the institution.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

The programme includes a comprehensive coverage of all areas of teaching learning process and is aligned with PLOs and CLOs through developing academic, professional, research and spiritual competencies among students. These are reflected through curricular areas with respect to Perspective, Pedagogic and Optional courses.

BEDCBCS 1.1 Childhood and Adolescence enables students to analyse process of human developmental variations, understand various methods of studying behaviour. **BEDCBCS 2.1 Learning and Teaching Process** helps in perceiving theories of intelligence and creativity and apply in teaching learning situations

Paper on BEDCBCS 3.1 Inclusive Education guides students in embracing a wide diversity of learners in an inclusive set up and Individualised Education Programme (IEP) and critically reviewing the issues and policies of Inclusiveness.

BEDCBCS 1.3 Educational Technology addresses on conceptual bases of technology, train students to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learn to use open education resources and ways of integrating ICT into teaching learning process. **BEDCBCS 2.2 Educational Evaluation** covers training students in writing appropriate learning instructional objectives and learning activities for the content, learning to apply appropriate techniques and tools to evaluate students learning in different areas and learn basics of educational statistics.

BEDCBCS 2.3 Pedagogical Tools, Techniques and Approaches develops intellectual capacity by providing instructional experiences through Models of Teaching. It gives practical exposure in applying Teaching Learning strategies, methods, approaches and techniques to plan and execute lessons during Practice in Teaching, practice of Models of teaching.

BEDCBCS 1.4 Understanding Discipline and Pedagogy in understanding fundamentals of Language, social science, science, mathematics and school subjects- students are taught to analyse textbooks and review the curriculum of various subjects. In the second semester, **BEDCBCS 2.4 Subject Specific Pedagogy** helps to learn respective area of pedagogy w.r.to kannada, English, physics, chemistry,

social science, mathematics, biology and commerce. Students learn to design unit plans and lesson plans, familiarising with resources to teach particular subject, acquisition of teaching skills through various activities, structured guided library work, training in expository writing, content enrichment workshops, training in remedial instruction etc

BEDCBCS 4.3 Advanced Pedagogy in the fourth semester helps students execute tasks related to innovative practices in teaching and strategies of instructional designs. The assignments train students to acquire the art of designing modules.

BEDCBCS 1.6 Language across the curriculum trains students to use language for academic communication through a variety of task based activities. Students are trained in administration of psychological tests and conduct case study in **BEDCBCS 1.7 Psychological Tools and Techniques**. **BEDCBCS 1.8 Microteaching and Integration** equips students with knowledge of integrating teaching skills and simulation of lessons **BEDCBCS 2.5 School Lessons and Reflective Diary** focus on training students in critically analyzing peer lessons, record observations, provide appropriate suggestion for improvement and maintain a reflective journal. **BEDCBCS 2.6 Research Project** will help students to undertake action research project in any one of the areas related to school education.

BEDCBCS 2.7 Field Assignment deals with administering unit plan, test items, unit test, diagnostic test and remedial instruction

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	46	52	58	6

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

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

The Progressive performance of students along with the attainment of attributes along with PLOs is effective only when the learning is monitored and used for further improvements. The focus lies in classroom level monitoring of students' progress which is essential in bringing about positive attitudes and modifications in ones behaviour. This is achieved through,

The **Perspective papers and Pedagogic courses** enhance the use of various methodologies in teaching and transacting the subject content of the school curriculum. The progressive performance of the students is measured through Microteaching and Integration where the students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills and expertise in their teaching profession. During the Teaching practice, students are assessed for their content mastery, transaction of the content and the consistency in using tools and techniques in developing the lesson. Students are trained to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learn to use open education resources and ways of integrating ICT into teaching & learning process. To enhance their professional competencies, students are assessed through peer evaluation, self-evaluation and teacher evaluation through learning of integrating Drama, Art, Self and Yoga into education.

Students are trained to design modules and execute the tasks related to innovative practices in teaching and strategies of instructional designs in their respective pedagogies. The internship programme measures the professional competencies of the interns where every individual student is assessed for the various activities and tasks undertaken during the field engagement. Students are trained in administering action research projects, unit plan, test items, unit test, diagnostic test and remedial instruction and assessment is done for the same.

Monitoring classroom activities

Periodic monitoring is done by the teachers either daily, monthly or weekly with the aim of enhancing learning. This proves effective as the students can improve on their teaching skills, mastery of the subject matter and also enhance interpersonal and intra personal communication with the teachers and peers.

Monitoring in reviewing performance level of learners

Monitoring is used to review the results of the students in the internal tests, assignments, field work and practical work. This helps students to perform better, have regularity in learning patterns, set high standards for achieving the desired goals, clarity of thoughts and ideas. This in turn boosts the level of intellectual reasoning among students and facilitates in experiencing a high degree of success in the graded assignments, exams and overall classroom discourse. The teacher conducts frequent evaluations all through the academic year to monitor the progress. Observation of students' attitudes and behaviour is done along with focussed interactions among students.

Training in Individualised Education Programme(IEP) for effective monitoring

The curriculum consists of training students in preparing IEP wherein they are taught to measure progress done by children in inclusive setups by stating measurable or annual goals. This training is helpful in attaining the professional attributes of the students and are dependent on instructional level of performance rather than personal level.

2.7.4 Performance of outgoing students in internal assessment

Response: 88.24

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 45

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

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

Response:

The extent to which the assessment tasks and performance of students reflect their initially identified learning needs include the examples,

1. To evaluate readiness of students to undergo the professional course, informal and formal assessment is conducted: The Aptitude test as formal assessment helps in strengthening their areas of interests and improve effectiveness from various activities for which the students are assessed for.

2. Content test given at the entry level is a valuable tool that facilitates content mastery in the particular subject area through initial assessment of knowledge and skills and prepares for in-service teaching.

3. Mentoring and counselling done initially to identify needs of learners helps in developing classroom practice effectively and achieve better learning outcomes throughout the programme.

4. Focussed Group work: Learning needs such as enhancement of communication skills, critical thinking, collaboration, problem solving are developed during the programme through scholastic and non-scholastic activities, assignments and seminar presentations which are assessed for various courses. The interactions and discussions reflect on successful teamwork and professional development at the end of the programme.

5. Teachers identify learning needs such as knowledge skills, teaching skills and research skills:

As it is not possible to cater to individual needs of learners separately, the language teachers and subject teachers specifically identify communicative skills, understanding of concepts and content in the subjects and ways of organising instruction in the form of writing lessons and academic reports. Performance of students is assessed through internal tests and exams where knowledge and content mastery of students are measured. The assessment tasks conducted such as micro teaching, language exercises, ICT, simulated lessons, practice in teaching provides a platform for enhancing professional growth. With improvement in research skills, students are able to reflect on immediate problems and work out strategies on improving creativity, problem solving and technical skills. This is done through preparation and assessment of action research projects conducted.

6. Identification of learning needs such as skills, attitudes and values

These learning needs with their assessment and outcome of performance are reflected through school based lessons, internship programme, curricular, co-curricular activities and field assignments. As students are trained in writing reflective journals, assignments in reading and reflecting, advanced pedagogy, they are able to organize knowledge using supporting evidence, select relevant learning material and engage in critical analysis of ideas. Teachers provide feedback and constructive suggestions for improvement which in turn enhances self confidence, boosts morale and self-esteem. Through the exposure to different activities, students develop values which heighten their principles of professionalism and transform into teachers with professional competencies.

7. Effective transfer of learning and performance

This is measured through participation in academic activities such as micro teaching and integration, simulated lessons using ICT, development of teaching learning materials, preparation of assignments, organisation and execution of activities and programmes, participation in competitions and conducting individualised education programmes. Students master the above areas in one level and each level transforms the learner to achieve proficiency by transfer of skills and gaining mastery at the higher levels.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.62

NAAC

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 1

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document

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

Response: 220079.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	193640	14616	0	698500

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

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**Response:** B. Any 3 of the above

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

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****Response:** 6.48**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC**

website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	11	23	32	22

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response: 1.76****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response: 15**

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	18	16	18

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 85.94**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
98	99	98	96	98

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 0**3.3.3.1 Number of students participated in activities as part of national priority programmes during**

last five years

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

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

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

Service learning one of the best practice of the institution sensitized the prospective teachers to social issues and exposed them to their essential moral and civic obligations, fostering life-long civic engagement, adapting to the needs of the learners with diverse and special needs, and having a commitment to advocate for social justice for children and families. This curriculum initiative in teacher education made community service more of a learning experience and was an opportunity to address social problems. The service learning activities included the target groups namely, **specially challenged children from the community, elderly people in the old age homes and hospitals, unaffordable poor children of the community, rural school teachers and students, socially and economically deprived (poor, orphans, destitute, single parent etc.)** children of the Community and the target areas included Literacy and Numeracy, Competency Building, Peace Education, Sustainable Development, Environmental, Health & Physical Education etc. Service Learning involved reciprocal relationships with organizations in which the service reinforced and strengthened the learning in the academic content like Inclusive education, Gerontology, Gender sensitization and Social stratification and so on. The partnership with a number of local agencies enabled student teachers to realize that Service Learning was an effective strategy to solve the locally and globally faced social problems and a means to develop most needed social values such as co-operation, responsible leadership, concern for others, service mindedness, social accountability, tolerance, empathy, mutual adjustment and communal harmony. The practice of Service Learning in the Institution from the past 15 years is a unique and a best practice even today. Each passing year the faculty and students are able to play their citizenship role in a better way and are able to serve the needy and learn from them.

In order to sensitize the community towards E-banking (cash less economy) several outreach programmes were planned and executed. Keeping in mind to reach the target group of 500 families from the rural communities, five programmes were planned to **create awareness on e-banking, demonstrate the use of simple mobile using SMS service, Smartphone, Link Aadhar card with bank online, access Internet banking and the use of E-wallet.** These programmes were executed in 3 phase. In the first phase seminars

were conducted by experts to provide knowledge and skills of e-banking to pre service teachers. In the second phase detailed planning was done with the faculty and decided the procedure of executing the outreach activities. In the third phase each student teacher visited the field and collected the data from 10 families for each of the activity. This was an excellent opportunity to pre service teachers to learn and contribute to the holistic development of the community. The college has undertaken several drives to sensitize the community through cleaning the campus and the city, **Covid 19 awareness march, prevention of sexual harassment, Marathon and the like**

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

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

Response: 1

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

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

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

3.4 Collaboration and Linkages

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

Response: 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	2	3

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

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

Response: 3

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

Response: 3

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

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

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

Response: B. Any 5 or 6 of the above

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

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.Following are the facilities:

- The main campus is located in the urban area of Mangaluru City Corporation of Dakshina Kannada District of Karnataka. The campus has an area of 8 acres and built up area is 6594.73 square meters.
- 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.
- Science Laboratory with equipment's and materials for demonstrating and performing experiments with periodically updated stock record.
- A conference hall having seating capacity of 250 people with LCD Projector, screen and sound system to conduct conferences, seminars, workshops, training sessions, campus get-to-gather, alumnae meetings, memorial lectures, morning assembly and co-curricular activities.
- Modern ICT facilities which include computer laboratory with internet facility, internet browsing centre,, LCD's, digital camera and reprography facilities are adequately available for academic and administrative purpose.
- Psychology Laboratory with a variety of apparatus and a large number of psychological tests.
- Well-equipped digital library with a rich collection of text and reference books related to the prescribed courses of study, educational Encyclopaedia, yearbooks, electronic publications (CD-ROMs) and journals on teacher education. Circulation of books is done through bar code. Library has a collection of 34,653 Books and journals.
- Besides building, the college has spacious playground for sports activities.
- The institution has well maintained and equipped gym with suitable fitness material / equipment's.
- Computers with access to the internet (**Wifi**) for Ph. D. and M.Ed. and B.Ed. students.
- Laptops for all the teaching faculty
- Well-furnished Meeting Room and a mini conference hall.
- Outdoor stadium and Playground and a gymnasium for physical and health education.
- A multipurpose hall for various occasions such as indoor games, group activities.
- Garden and Guest room, Wash room facilities, resting room for students, clean and purified drinking water facilities for staff and students.
- Hostel facility on the campus with all the requisites.
- Self-start generator, backup battery for computers.
- Vehicle parking place for staff and students.
- Museum and showcases to display teaching learning aids.

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

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

Response: 90.91

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

Response: 10

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

Response: 11

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.4	4.4	4.4	3.9	5.24

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

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The 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, one for M.Ed. Students and another one for Research Scholars, for Reference Work. Students of different courses, such as B.Ed., M.Ed., Diploma in Pre-Primary Teachers, Ph.D. Research Scholars, and also the Staff of the Campus, have the privilege to make use of the Library Resources. Library has a collection of nearly 34,653 books, 71 research 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. Library has Computer, Internet and Xerox facilities. Access to Internet facility is provided for all the students.
- Library is computerized. The software 'EASYLIB' is used by the Staff and the Students to search the database of books based on Author, Title, and Subject catalogues. This helps them in browsing the availability of books. Following are the provisions made through EASYLIB
- Barcoding of all books-circulation of barcoded books after scanning.
- Lending of Books- Three books will be issued at a time to the students for a week. Since we follow Open Access, the Staff and Students use the resources to the full extent.
- In addition, there is a facility to issue One Reference Book (excluding Encyclopaedia) to the Students for overnight study.
- Library has a Book Bank facility established by the UGC and by the Management for needy Students. All the students are given books from Book Bank for the full Academic Year.
- Reference Services are provided to the users with proper guidance and assistance in searching for relevant information needed by them.
- The list of the New Arrivals is displayed on the Notice Board.
- Apart from the printed books the library is having access to e- resources. Online Access is available to all the Journals published by SAGE.
- Online Access to e- resources (more than 9,330 e-journals including Current Issues and more than 2, 50,872 e-books) through INFLIBNET is available.
- Bibliographic Index of our Library Journals is available for Ready Reference Work.

- Internet /Wi-Fi Facility is Available.
- Library digitization - 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. With this it is possible to digitally retrieve all the books as well as new arrivals. All the staff and students have registered using username and Password.

PARTICULARS OF ILMS SOFTWARE

- Name of the ILMS software: EASYLIB
- Nature of automation: Fully Automated
- Version: Current 4.4.2
- Year of Automation: 2014 to till date

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

Library digitization:

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 total value on project investment is 6,681,550/.

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. With this it is possible to digitally retrieve all the books as well as new arrivals.

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 in the college library 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

Software specification

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

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

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

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

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.7**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.74	1.16	1.10	0.26	0.23

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response: 15.6****4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 41

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

Response: 161

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

Response: 562

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

Response: 700

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

Response: 564

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The following ICT facilities are updated on regular basis in the institution from 2016.

- Computer laboratory is updated with additional computers and internet facility for computer practical classes and to make provision for teacher trainees to develop e-lessons.
- Class rooms with Interactive Boards, Projectors with latest version of computers for teaching learning purpose
- The computers in the Research Centre and Library with internet connectivity for B.Ed and M.Ed. Students, Ph.D. scholars and the staff to prepare teaching learning material, lecture notes, seminars, download useful information and preparation of e-content.
- The computers in the B.Ed. classrooms, M.Ed. classroom, lecture hall and conference hall are also

provided with internet facility for quick access of information.

- Digital Language Laboratory to improve the communication and language skills of the trainees.
- Film projectors, slide projectors to watch educational films and slides, dark room with an Epidiascope to enlarge the images and pictures for chart/visual teaching aids preparation.
- Video cameras, digital cameras, I-Pad etc to document all the activities held in the college including service-learning activities, Micro Teaching, classroom room related and Research activities.
- Digital Library to access digital books
- Wi-Fi facility was installed in the year 2021 with Ruckus Wireless Access Point
 - BSNL 200 MBPS Fiber Internet Broadband Line

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

Year wise Up gradation

Year	Specification	Quantity
2020-2021	Desktops	1
	Printers	1
	Presenter	2
2019-2020	Monitor	1
	Projector's	1
	Kaspersky Internet security	9
	UPS	1
2018-2019	Desktops	1
	Laptop	2
	Mouse	1
2017-2018	Keyboard	1
	Tally ERP9 User Accounting software	1
2016-2017	Projector	4
	UPS	3
	Laptop	1
	Monitor	2

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 1:1

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

4.3.3 Internet bandwidth available in the institution

Response: 0

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

Response: 00

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

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.23	3.59	2.97	1.76	5.60

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

St Ann's College of Education (Autonomous) Mangaluru, ensures effective mechanism for optimal allocation of the available financial resources for maintaining and utilizing physical, academic and support facilities for its effective functioning. The Institute has a well-structured management system to systematically monitor and maintain the academic and physical facilities including construction, maintenance and repairing of building, classrooms, library, electrical appliances and other physical infrastructure of college. Annual Governing Body meeting is also held to discuss the important matters related to development of the college.

Physical facilities

- The infrastructure pertaining to physical, academic and support facilities in the college are regularly maintained.
- The maintenance of the building includes major and minor repairs and inclusions with need-based modifications in the aspects of electrical, ventilation, painting, plumbing and flooring.
- Safety measures and hygienic issues are also taken into consideration.
- All the classrooms, Staff rooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by support staff and students assigned.
- The campus maintenance is monitored through surveillance Cameras.

Laboratory

- The institution is equipped with the Science laboratory, Language laboratory, Computer laboratory and Psychology laboratory.
- 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.
- The computer maintenance services are being provided by a private company on annual contract basis. Care is taken to ensure that the technical services are received throughout the working hours.
- The Psychology Laboratory is well equipped with adequate tests and equipment for experiments and research and maintenance is ensured.

Library

- The institution has a well-equipped library with a large collection of Reference Books, Educational and Research Journals, Surveys, magazines, Thesis, Dissertations, Encyclopedias, Psychological Test Manuals and Teaching Learning materials
- Open Access system is followed in the library. Books are classified according Dewey Decimal Classification and kept in the cupboards subject wise alphabetically.
- The books are issued to both faculty members and students through manual and computer system. Every year nearly books worth Rs. 50,000/- are added to the library.
- Separate issue registers are maintained for students and faculty members. Visitor's registers are also maintained for the research scholars, teachers of the campus and students.
- 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.
- Library has computer, internet and photocopy facilities. Access to internet facility is provided for all the students.
- Librarian with supporting staff has been appointed to maintenance of library.

Sports Complex

- Physical Director of the college looks after the maintenance of sports equipment, gym and the activities. A stock register and an issue register are maintained to ensure the proper handling of the sports item.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

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

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

Response: A. All of the above

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 91.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	47	48	46	0

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

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

Response: 7.84

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

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

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 20.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	11	9	7	10

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

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

Response:

Proactive role of Student Cabinet in the institutional functioning

“Leadership is the capacity to translate vision into reality” says Warren Bennis. And one such body that works in this regard at an educational institution is the Student Council. It is one of the essential and effective group formed in the institution to bridge gap between students and institution heads and faculty. They are formed by the students and for the students. For the smooth functioning of an institution, there are many factors that contribute. And one such major factor is governed with the abiding of the rules and regulations by the students.

The cabinet members are appointed for a year. The cabinet is responsible for assisting and supporting teachers and the Principal in day-to-day affairs. We office bearers set role models to promote leadership for the entire student community. We are the ambassadors of the institution, representing the institution within and outside. We maintain discipline in the College. We also shoulder the responsibility of organizing all

sports and cultural events and programmes held in our institution. We also serve as a forum for student expression and assist with event organising. Besides, act as an important link between students and the Principal and Staff.

Student council is an excellent method for students to get leadership experience, promote the voice of the student body, and solve problems that arise in the College setting. It provides a valuable leadership and learning opportunities for us. We represent the entire student body and actively collaborate with teachers to improve learning conditions. Being members of a student council is a fantastic way to teach and learn about networking principles. We learn to cooperate, to develop a positive attitude towards our responsibilities, leadership and respect for others.

We are encouraged and trained to take personal responsibility. We are made to understand that we are responsible for promoting and upholding the student body's values. We strive to improve institution's overall welfare. Student council facilitates exchange of ideas, interests, and concerns among faculty, students, and the institution. Members of the student council have a significant responsibility to establish a team in which all students work constructively and in harmony to develop institutional ideals and make the institution more prosperous.

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

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

Response: 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	05	08	09	01

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

5.4 Alumni Engagement

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

Response:

5.4.1 Contribution of Alumni Association

The Alumni Association of the College which was established in 1967 and strives to provide a link between the Alma Mater and her past students, with a view to sustaining a sense of belonging to the institution as well as to serve as a placement bureau for our Alumnae. The membership of the Association at present is 3804 out of whom four are Benefactor Life Members, twenty are Sponsor Life Members and 3780 are Life Members.

Two significant contributions of Alumni Association are:

Institution of the Gold medal for M. Ed and B. Ed first rank holders. From 2008 onwards, after autonomy, the Alumni was functional in instituting gold medal for above said cause. which is functional annually. the total worth of gold medal is 10,000/-, second Rank a cash price of 6,000/- and 2,000/- for III rank is given respectively.

Content enrichment Programme: To improve the quality of education by enhancing professional and personal competencies of teacher trainees of our College Alumni Association conducts various programmes. College conducts number of educative programmes in collaboration with Alumni Association. To name some, Service-Learning Programme, Research Projects in Education, subject specific workshops and so on. A large number of our Alumni especially from Dakshina Kannada and Udupi districts have benefitted from these programmes.

The Mother Josephine Memorial Lecture is an annual feature of the Alumnae Annual Day. This is organised for the Alumnae with an objective of enabling them to benefit from these programmes and keep in touch with the Alma Mater. This lecture has been delivered every year since 1994 in memory of the foundress of the college. These lectures are theme based and highlights women empowerment, education and quality enhancement.

The Alumni Association brings out every year a Newsletter titled '**Expressions...**' with informative articles on quality education. It also sponsors prizes for the rank holders of B. Ed and M. Ed programmes and gives scholarships for deserving students. Providing job placement to our trained teachers and teacher educators 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, besides serving as judges for various competitions held in our college. They have volunteered to be the guest speakers and programme coordinators for our value-added courses.

They are our collaborators in assisting B Ed, M Ed, KSOU and Ph D students to carry out their assignments, project work, dissertation and Ph. D data collection and field work. They also serve the institution as members of Board of Examiners, Finance Committee, Board of Studies, Governing Body, Academic Council and IQAC of the College. They also encourage the eligible candidates to join B. Ed, M. Ed and Ph. D courses and the value-added courses of the college. Besides, they contribute to the College Journal by writing research articles.

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

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

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

Response: 25

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

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

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

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**Response:****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 500 words**

Creating an engaged, supportive alumni network is crucial to an institution's success. The Alumni Association of the College is a source of strength and a strong pillar, who always support and sustain the interest of the College. Alumni serve many valuable roles, such as helping to build and grow our institution's brand through word-of-mouth marketing. College also relies on alumni to provide mentoring, internships, and career opportunities to students. These are just a few of the reasons why alumni association is an important body to the success of our institution.

The good alumni relationships that we have maintained bring many benefits to both the institution and the alumni. An engaged alumni network has allowed us to benefit from the skills and experience of our graduates, by offering their support to our students, to the institution and to each other. If we keep them properly informed and engaged, alumni are our most loyal supporters and our best ambassadors, offering invaluable marketing and promotion across their personal and professional networks.

Talented alumni of our institution have a wealth of experience and skills to share with current students via talks and newsletters. In certain cases, this could go even further with alumni offering to practically support students in work placements and help them launch their careers as teachers and teacher educators. Alumni has donated their valuable time to offer careers support to our students through innovative schemes. These has enhanced our students' experience and has given them that competitive edge in today's tough jobs market. 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 supported is rendered by them to the deserving poor students. Many scholarships have been founded by them. They have also founded gold medal for B. Ed and M. Ed rank holders and cash prizes for other toppers of these courses. They provide constructive and valuable suggestions during BOS and Academic Council sessions for the quality enhancement of the College. They have rendered their service as resource persons for Subject specific themes, various seminars and workshops.

Alumni members serve the institution as members of Board of Examiners, Finance Committee, Board of Studies, Governing Body, Academic Council and IQAC of the College.

Thus, the Alumni Association serves in supporting and nurturing the students of our College.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The vision statement of the Institution is “Drawing inspiration from CHRIST THE LIGHT, Women Graduate and Post-graduate Teachers and Research Scholars, will be LIGHTED TO LIGHT young minds amidst the complex National and Global challenges, imbued with Human Values, towards building up precious Human Resources for Society”.

The mission statement of the Institution is “THE STAFF OF ST. ANN’S COLLEGE OF EDUCATION imbued with FAITH IN GOD, will prepare Teachers for Modern Society with Personal, Academic, Research and Professional Excellence to spread the light of Wisdom and Knowledge to Humanity.”

The vision and mission of the Institution are made known to the staff and students by means of orientation to the faculty and student teachers. They are printed in the college calendar and also put on College Website. The vision and mission statements are highlighted in print in the college premises.

The vision and mission of the Institution is actualized through the active participation of staff and students in its governance. The institution believes in participatory administration. The college has various committees and there are representatives from staff and students in these committees.

The staff council meets once month and evaluates the activities of the previous month and gives feedback. This feedback is recorded and is used for further planning. At the end of the academic year, the entire faculty evaluates all the activities of the academic year and works out concrete suggestions and solutions towards qualitative enhancement of B.Ed., and M.Ed programmes and these suggestions are incorporated in the next year’s Action Plan.

The non-teaching staff meeting is also held periodically to evaluate their performance. Periodic feedback is also taken from teaching staff and students in order to improve administrative works.

Student council assists the institution in its administrative function to a certain extent. Students are encouraged to give their feedback regarding the functioning of the college, facilities provided and their learning experiences. At the end of the academic year a written evaluation is taken from the students. Students’ feedback and suggestions are compiled and used to enhance the quality of the college.

The committees and cells in which representation of staff and students is seen are as follows Governing Body, Academic Council, Board of Studies, IQAC, NAAC Core Committee, Planning and Evaluation Committee, Admission Committee, Research Committee, Student Welfare Committee, Job Placement Committee, Library Committee, Anti Ragging Committee, Grievance Redressal Cell, Sexual Harassment Prevention Cell and Equal Opportunity Cell.

These committees and cells meet periodically to discuss perspective plans and evaluate the performance of the Institution. The feedback and suggestions of these committees and cells are taken sportively and

incorporated into the planning of the institution. Quality measures and important decisions are taken to improve the performance of the Institution based on these feedback and periodic evaluation is done to check the implementation of the plans. Thus, these committees and cells function as yardstick to the quality enhancement of the institution.

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

6.1.2 Institution practices decentralization and participative management

Response:

The institution practices decentralization and participative management in an effective way. The institution encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Decentralization is done through statutory bodies and non-statutory committees and cells. Different committees and cells are constituted with an organizational structure in a democratic way.

Each faculty is the co-ordinator of different committee which has the flexibility in decision making and implementation with the principal as the ex-officio. Most of the committees have administrative staff and student representatives as members.

The principal is the head of the institution and sees to overall functioning of the college. The entire teaching and non-teaching staff share the responsibilities of administration of the college. Each one's responsibilities are specified in the form of workload at the beginning of every academic year during the Institutional Planning. They are given the freedom to take initiative in planning and performing their responsibilities. Every staff member is encouraged to participate actively in the Institutional Planning at the beginning of every academic year, during periodic staff meetings and during academic meetings.

The institution encourages the participation of the staff in the process of decision making in institutional functioning. Hence democratic decision-making system is followed by the institution. The staff members share the human and material resources of the college for their personal and professional development and for the effective functioning of the Institution. Their opinions and suggestions are considered for planning of the infrastructure and various activities of the college. Academic autonomy is given to the staff to evolve and implement creative and innovative strategies for teaching, learning and evaluation.

The institution maintains transparency in academic administration. The functions of the institution and its academic administrative units are in accordance with the principles of participation, accountability,

decentralization and transparency. Faculty is given freedom to contribute towards updating and renewing the curriculum/syllabus of various courses of the institution from time to time. Every faculty is provided the opportunity in rotation to take up various responsibilities of the institution. The staff are also involved in evaluating the strengths and limitations of the Institution at the end of the year and re-formulate objectives, programmes and creative strategies for the new academic year through institutional planning. Before taking important decisions, staff are consulted and their suggestions are also valued in decision-making. The teaching and non-teaching staff work as a team with mutual co-operation and in collaboration with the Management and the Principal for the effective administrative and academic functioning of the college. Feedback and suggestions of students are also taken into consideration in modifying the curriculum. Student council is another aspect of decentralization. Student council helps in the conduct of various activities. They share responsibilities of the institution and help in the better functioning of the institution.

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

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

Response:

It has always been the effort of the Institution to maintain transparency in its financial, academic, administrative and other functions.

Financial Transparency

Financial Transparency is maintained by the Institution through internal and external audit. The accounts of the Institution are audited by the auditor appointed by the management and the department. The fees of the students are collected through the bank and receipted. The Receipts and Expenditure and budgets of the Institution are put forward to the finance committee and the Governing Body. These are passed by the concerned bodies.

Academic Transparency

The faculty collectively takes decisions regarding academic matters. Be it in revising the syllabus or organizing quality enhancement programmes. Opinion of every faculty is taken into consideration. Evaluation of these programmes is also done periodically and every staff voices out his/her views and work together to strengthen the academic aspects of the Institution.

The academic transparency of the institution is seen through its examination system. As per the regulations of the Autonomy, the College has a Controller of Examinations, Board of Appointment of Examiners, Board of Examiners and Board of Studies. The Board of Appointment of Examiners is constituted in

accordance with UGC regulations. This Board appoints the members of BOE. The Board of Examiners prepares a panel of examiners and selects examiners for every semester. The internal assessment is also done transparently without giving space for subjectivity. Criteria are developed even for internal assessment. Students are made aware of the criteria for internal assessment. The question papers for external assessment are prepared both by external and internal examiners. These question papers are scrutinized and selected by the BOE. The external examination is conducted strictly following the norms of Mangalore University. The paper valuation is centralized observing the confidentiality and sacredness of the Examination. The list of students eligible for obtaining the B.Ed. and M.Ed. Degree are passed through and recommended by the Academic Council and the Governing Body of the Institutions.

Administrative Transparency

The institution maintains transparency in its administrative aspects. The administrative inspection is done both by the management and the department. Transparency is maintained in the admissions of the students. 50% of the Management seats of the B.Ed Course are allotted based on merits and as per the requirement of the minority institutions. 50% of the students come under Government Quota. Equal importance is given to these students.

The UGC regulations are adhered to in selecting faculty of the Institution. A selection panel interviews the candidates and recommends the staff for appointment to the Apostolic Carmel Educational Society. Thus complete transparency is maintained even in administrative set up.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Development of Professional Skills is one of the aims of teacher education programme. It includes the following activities:

- Micro-teaching
- Simulated Lessons
- Simulated ICT based Lessons
- Practice in Teaching
- Innovative Strategies of Teaching
- Internship Programme

Development of Simulated ICT based Lessons is one of the activities successfully implemented annually

by the Institution.

As the use of ICT is important in present times, students need to learn to integrate ICT in teaching. Hence, they were trained to prepare ICT based lessons and present them in a simulated set up. Students were given orientation to ICT simulated Lesson. The duration of the orientation was two days. Webinar was conducted on e-content development in two phases. The resource persons were Dr P. Muthupandi, Assistant Professor, Department of Education, DDE, Madhurai Kamaraj University and Dr Flosy C.R. D'Souza, Associate Professor, St Ann's College of Education, Mangaluru. Workshop was conducted for a week on the preparation of Simulated ICT based lessons by the respective pedagogy teachers. Each student prepared and presented five ICT based lessons in each pedagogy. The video of the e-content developed by the students is uploaded in the College YouTube Channel. Students were given feedback based on their performance and assessment of the same was done.

Thus the students were equipped with the skill of preparing ICT simulated lessons and e-content development in order to fit into the tech savvy world.

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

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The Governance of St Ann's College of Education consists of Statutory and Non-statutory bodies.

The Statutory bodies are

- Governing Body
- Academic Council
- Board of Studies
- Finance Committee

The following are the functions of these bodies

Governing Body

- guiding the college in fulfilling the objectives of the autonomy
- instituting scholarships, medals, prizes and certificates on the recommendations of the Academic Council.
- approving the annual budgets of the college and new diploma programmes.

- The recruiting Teaching Faculty

Academic Council

- Scrutinizes and approves the proposals of the Board of Studies with or without modifications.
- Makes regulations regarding the admission of students in accordance with the existing policies of the Government.
- Recommends the institution of scholarships, prizes, medals and the regulations for the award of the same.
- Advises the Governing Body on suggestions pertaining to academic affairs made by it.

Board of Studies

- Prepares syllabi for the B. Ed. and M.Ed. courses.
- Suggests methodologies for innovative teaching and evaluation techniques
- Suggests panel of names to the Academic Council for appointment of examiners.
- Coordinates research, teaching, extension and other academic activities of the college.

The non-statutory bodies consist of various cells and committees.

Different cells and Committees are

- Examination cells
- IQAC
- Planning and Evaluation Cell
- Internal Compliance Cell
- Anti-ragging Cell
- Placement Cell
- Admission Committee
- Alumnae Association
- Student Welfare Committee
- Library Committee
- Research Committee
- Academic Audit Committee

The Examination Cell is headed by the Controller of Examination. It has a Board of Appointment of Examiners under it. The chief controller of Examinations is the Principal. The examination cell takes care of all the examination related responsibilities. It keeps all records pertaining to examinations. It addresses the grievances on all examination related issues. The Board of Appointment of Examiners prepares the list of examiners and presents it to the Board of Studies. The IQAC is responsible for quality assurance and quality control in the college. It plans quality initiatives to ensure quality in the Institution. It evaluates the performance of the institution and provides feedback. The Planning and Evaluation cell plans and evaluates various programmes and activities of the college. The Internal Compliance cell and Anti-ragging cells ensure that the institution is free from all types of harrasment. The placement cell makes sure that all our students are placed well.

The Admission committee assists the Principal in the admission of the students to different courses. The

Alumnae Association conducts several programmes to ensure quality in the institution and provides feedback on the activities of the college. Student Welfare committee works towards the overall welfare of the students while the Library Committee addresses the grievances regarding library resources and works towards providing better facilities. The Research Committee encourages research culture and tries to ensure quality in researches undertaken by the college. It also scrutinizes the research work of the Ph D Scholars. The Academic Audit Committee assesses the academic performance of the staff and the effectiveness of teaching. It also discusses the improvements to be made in curricular and co-curricular activities.

These bodies facilitate smooth functioning of the Institution.

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

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response:

Various bodies/cells/committees of the institution are functioning effectively. This is evident through the minutes of the meetings of these committees. One of the decisions successfully implemented was establishing a scholarship fund to help economically needy B.Ed. and M.Ed. students.

During the Alumnae executive Committee meeting held on 7 February 2018, it was decided to establish a scholarship fund as a memory of Platinum Jubilee Year. In the next meeting held on 3 November 2018, the money remaining from the Platinum Jubilee expenses would be utilized towards scholarship fund.

This decision was passed through the Governing Body meeting held on 30 August 2019. The members appreciated the initiative taken by the institution to establish a scholarship fund to help the deserving and needy students. As a result a scholarship fund with a sum of Rs.7,50,000/- was established with the financial support from the staff, students, alumnae and well-wishers of the college, on the occasion of its Platinum Jubilee (1943-2018). It was also decided to disburse the interest amount to the economically needy B.Ed. and M.Ed. students.

In 2020, the interest received from this fund was Rs.45,000/- . Thus seven needy students of B. Ed. were identified and the amount was disbursed depending on their need. This was a great help for students during the pandemic.

This scholarship will be continued for the years to come.

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

6.3 Faculty Empowerment Strategies

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

Response:

The following are the existing welfare measures meant for teaching and non-teaching staff

- Staff are encouraged to participate in seminars, workshops and conferences. Financial Assistance is provided to attend conferences/seminars/workshops.
- Staff have access to infrastructure and library resources in the college.
- The college resources such as material, academic and human resources of the college namely library, computers, psychological tests, staff assistance, clerical assistance are made available to the faculty to be used for their professional and personal up-gradation.
- The college also marks and sets aside a sizeable amount of money in the College Autonomous grant budget towards training and retaining of faculty and towards participating and organizing workshops, seminars and conferences for faculty and students.
- A separate room for rest and relaxation is provided to be used when needed.
- Giving periodic increment and revision of salary scale for faculty.
- EPF, ESI and Gratuity facility to management employed un-aided staff.

- Well-furnished instructional and other infrastructure facility.
- Photocopying and drinking water facility is given.

The needs of the staff were given top priority during the pandemic year. In spite of the financial crisis, the institution faced, the un-aided staff appointed by the management were paid full salary. Besides this institution received pandemic response fund from the United Board for Christian Higher Education. This amount was utilized for providing better instructional facilities for online teaching-learning for staff and for faculty retention. Every staff was provided with a laptop for their personal use. Wi-Fi was centralized and each staff is given access to it. The maximum utilization of this facility has been done by the teaching staff for online teaching-learning. It has helped them to attend the faculty development programmes from the Institution. The amount was also utilized to retain the un-aided faculty of the institution. Besides the salary, they were also paid from this amount. It has helped them greatly during the pandemic. The salary of the unaided staff was also revised and they were given increment.

Staff were encouraged to attend conferences, seminars and workshops and they were provided with financial assistance.

A separate room for rest and relaxation is also provided for the staff members. This facility has helped them to take rest whenever they felt sick.

Individual rooms and cabins with adequate furniture and lighting facility are provided to the faculty members to carry out their work effectively. Two separate halls for small discussion are provided. Boiled and cooled water for drinking, guest rooms with beds and attached toilet cum bathing rooms for resting when needed is provided for the staff.

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

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

Response: 36.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	7	3	8	5

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

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

Response: 16

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

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

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

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

Response: 14.08

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	02	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Response:

The Performance Appraisal of the Teaching and Non-teaching staff is done periodically. Faculty assessment are made on the basis of self-appraisal reports, students and stake holders feedback.

Teaching Faculty

From time to time performance assessment in teaching, research and service of faculty is done through self-appraisal method, comprehensive evaluation by students, peers, management, the employers of students and practicing schools. Separate proformas are prepared and validated for the purpose. The institution uses the evaluation to improve teaching and research and service of the faculty and other staff by incorporating the feedback from evaluation in the Institutional planning and periodic Action Plans. Based on the feedback on above mentioned performance assessment, the staff is given additional skill training.

The management observes the lessons of the teaching faculty. Their work diaries are checked regularly by the Principal. Feedback and suggestions are given for their professional development. During the monthly staff meetings the entire staff evaluates performance of the staff. Suggestions are given for improving the performance. The individual faculty are encouraged to take feedback from the students. Feedback of the teaching faculty is also obtained from the students in written form. The same is communicated to the faculty following confidentiality in every way.

Non-Teaching Faculty

For performance appraisal of the non-teaching staff, feedback is obtained from the primary recipients of the support services provided by them. From time to time the Principal meets the non-teaching staff in group as well as individually to evaluate their performance. Periodically they are given feedback obtained from teaching staff, parents, students and the Management. The office records are checked regularly by the Principal and by the management and appropriate suggestions are given.

Thus the institution makes efforts to ensure that it has well qualified and quality teaching and non-teaching staff.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institution conducts Audit twice a year in accordance with auditing standards generally accepted in India. One is Interim Audit and Final Audit. Interim Audit is done in January and the Final Audit is done in May. All the Account books and vouchers are checked and maintained up-to date. Audit Report has also been given and suggestions given are accepted and implemented promptly.

The management of St Ann's College of Education is The Apostolic Carmel Educational Society. The treasurer of the Society visits the institution every year and conducts the internal audit of the institution. The treasurer has always been appreciative of the maintenance of account by the Institution.

Accounts of the Management are audited by the auditors appointed by the Apostolic Carmel Educational Society. The audit is conducted in two phases namely interim audit and annual audit. The auditors go through the account and they provide us with suggestions and guidance. The auditor has always expressed his appreciation for maintaining accounts systematically and meticulously. There have been no audit objections for the last five years.

The accounts related to the Department of Collegiate Education are also audited by the auditors appointed by the Educational Department every year. The auditors have always appreciated systematic maintenance accounts in the institution. There have been no audit objections raised for the fast five years.

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

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

Response: 1.52**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	7.6	0	0

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

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

St Ann's College of Education is an aided institution. So it receives Autonomous Colleges Grants and Salary Grant. The College ceased to receive UGC Development Grant from the year 2019. The budgets of the UGC Development Grant and Autonomous Colleges Grant are passed through the Finance Committee and Governing Body of the Institution and utilized as per the norms of the Grant.

The development grant and Autonomous grant received from UGC is used very meticulously and systematically to improve the infrastructure facilities and learning resources such as library, language laboratory, psychology laboratory, multimedia laboratory and computer laboratory to fulfill the mission of the institution and to offer quality programmes. Staff are also provided with individual laptops. Every classroom is equipped with facilities for technology integrated learning.

The college collects developmental fee from the students admitted under the Management Quota as permitted by the Government of Karnataka, which is used to maintain the building and infrastructure of the college.

During the Platinum Jubilee of the College, the institution collected funds from parents, teachers, alumnae and well-wishers to meet the expenses of the celebration and the remaining amount Rs. 7,50,000/- was established as a Platinum Jubilee Scholarship Fund. The interest amount is distributed to the economically needy students of the institution.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The institution reviews its quality initiatives periodically during the staff, IQAC, Alumnae, Academic Council and Governing Body meetings. Based on the outcomes of the previous quality initiatives, further decisions are taken for quality assurance. These decisions are initially taken in the regular staff meetings and then put forward to the IQAC meeting. The members go through the quality initiatives planned for the coming year for assurance of quality in the institution and discussion is done. After reviewing the pros and cons of the programme, the programmes are either modified or accepted unanimously. After implementing the programmes feedback is obtained from the students, parents, alumnae, practice in teaching schools and well-wishers. The feedback is recorded and evaluated. The constructive feedback received has helped in planning various quality assurance strategies. This encourages and supports the faculty to be more enthusiastic in implementing all the quality initiatives of the institution.

This mechanism has contributed significantly for institutionalizing the quality assurance strategies. So consistent progress is seen in the quality improvement of the institution.

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

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

Response:

The Institution uses the various data and information obtained from the feedback in decision making and for reviewing teaching-learning processes. The teaching-learning processes are reviewed using the following mechanism.

During the monthly staff meetings the entire staff evaluates the previous month's activities and gives feedback. This feedback is recorded and is used for further planning and re-planning of college activities.

At the end of the academic year, the entire faculty evaluates all the activities of the academic year and workout concrete suggestions and solutions towards qualitative enhancement of B.Ed., M.Ed. programmes and these suggestions are incorporated in the next years Action Plan.

Students are encouraged to give their feedback regarding the functioning of the college, facilities provided and their learning experiences. Every year a written evaluation of students is taken at the end of the academic year. The college has evolved feedback format based on the guidelines given by the NAAC. The students' feedback and suggestions are compiled and used to enhance the quality of the college.

Periodically the teachers from our practicing schools are invited specially to evaluate the performance of our students during practice in teaching, internship and practical examination. They are also asked to give suggestions with regard to the improvement of students teaching and their dealings in the school and on the curriculum of the college.

The community which includes the parents of our students, employers of our students and the other public do give us feedback during the informal interaction with them. This feedback is used for the quality enhancement of the college. Besides, valuable feedback is received from the Alumni, members of Governing body, Academic Council, Board of Studies and Finance Committee of the College for quality sustenance and enhancement of all the programmes of study offered.

The IQAC meetings are held regularly and teaching-learning processes are evaluated by the IQAC. Feedback received from the IQAC is used for revising the syllabus, curricular and co-curricular activities.

Based on this feedback, teaching-learning processes are planned and quality improvements are initiated. Accordingly innovative methods and strategies introduced to the students. Students are encouraged to practice and used these strategies in their teaching.

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

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

Response: 5.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	06	05	04	12

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

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

Response: C. Any 2 of the above

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

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

Response:

The following are the two examples of incremental improvements achieved.

- Research at the Undergraduate Level
- Well organized School Internship Programme at the Undergraduate level

Research at the Undergraduate Level

Research has been introduced at the undergraduate level. B. Ed. student teachers are introduced to Action Research in the Second Semester. They are oriented to Action Research. Basic Educational statistics and tools of educational are taught to them. They take up one Action Research during their practice in teaching. Their Action Research is valued and feedback is given. During the internship in Fourth Semester student teachers undertake two Research projects. One is related to the community and the other is related to school. Besides this they also undertake one action research their respective schools. All these research

projects are guided by the faculty. The knowledge of tools used in research students are able to prepare the research tools. These tools are validated by the respective faculty. With the help of the Basic Educational Statistics, students are able to analyse the data collected and interpret the data accordingly. When the students move out of the institution as full pledged teachers they are equipped with basic research skills. They are competent to undertake action research and research related projects in the schools where they are employed.

Well Organized School Internship Programme

Student Teachers have an Internship Programme of sixty days. These sixty days internship programme is well organized. Internship programme has three phases. In the first phase students are oriented to the internship programme. They are made aware of their responsibilities and duties during the internship. The second phase has two parts. Part A visits to different types of schools namely ICSE, CBSE, Navodaya Vidyalayas, Morarji Desai School and Special School, the DIET and BEO's office are arranged. During these visits students learn the objectives and functions of these schools and offices. They also write the report of these visits.

Part B is Actual Internship in schools. Schools are assigned to the students by the Institution. Each student is assigned a mentor by their respective schools. A meeting of the heads of the Institutions and Mentor teachers is held prior to Internship Programme. The Heads of the Institutions are oriented to the responsibilities of student teachers, mentors and schools. Students visit their schools prior to beginning their internship and interact with the Heads of the Institutions and mentor teachers and collect their time-table and lessons. The Internship programme is monitored by the faculty of the college. During the internship students teach minimum fifty unit plan based lessons, conduct unit test, diagnostic test and remedial teaching classes. They observe the lessons of their mentor teachers and peers. Students organize co-curricular activities, a day of National significance, SUPW activity, a career guidance session, an Action research and two research projects. Students maintain a reflective journal on a daily basis. This helps them to become aware of their own strengths and limitations. Thus gives them an insight into the challenges faced and the cherishing experiences. With the help of these reflections, they are able to monitor their own growth. The third phase consists of the preparation and presentation of the report of the Internship. The internship programme ends with the viva-voce and practical examination.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

- The institution's energy policy aims to reduce energy consumption and energy cost and promotes long-term economic and environment sustainability. The policy statement sets out our commitment to efficient use of energy resources and conservation, use of alternate sources of energy to meet the power requirements, making our internal operations as environmental friendly as possible. The institution implements the policy with a collective effort of the Principal, Teaching Staff, Non-teaching staff and all students keeping in mind the objectives of policy such as minimizing energy use at the institution, raising awareness on energy conservation, reducing the paper use and switching to better e-technologies
- To meet the power requirements, the institution has recognized and implemented smarter energy decisions for conservation, sustainable designs and renewable energy. To use energy wisely and efficiently, traditional light bulbs, which consume excessive amount of electricity were replaced with CFLs and LED bulbs. Energy efficient appliances have been used for efficient energy use and longer lifetime which would cost less in long run.
- Solar panels have been implemented as an alternate energy resource and make institution's energy practices more eco-friendly. The power requirement of the institution is generated from solar energy. The excess solar energy is handed over to the electrical department (MESCOM).
- Students are instructed to unplug the electronic devices such as light bulbs, fans, computers, smart boards and other electronic devices to prevent energy wastage. Class monitors have been appointed to turn off the Lights and other electrical appliances when not in use in classrooms and other areas such as wash rooms and unoccupied multipurpose rooms. Students in Computer laboratory are asked to turn off the screens and monitors when done using them and make sure that computers shut down completely at the end of the day. Switches have been labeled to help staff and students to identify and turn on necessary electrical equipment to minimize energy wastage. Sign posts have been put to remind students of specific things to save energy and to create awareness about energy conservation.
- Students are advised to use natural light when the sun is bright. They keep windows and door open whenever possible. Timely awareness to students is given on energy saving on an informal basis.
- Maintenance of all the electrical appliances is being carried out at regular intervals to reduce wastage of energy.

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

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

Response:

Our college is committed to manage waste safely and cost effectively by minimizing waste and improving waste segregation and increasing waste recycling and thereby ensures the health and welfare of all the staff and students through proper waste management techniques. The purpose of the policy is to develop sustainable waste management practices within the college campus to reduce the environmental impact and to make a positive contribution to the local environment. This policy applies to all the members of the institution and focuses on the following:

- Identifying and promoting safe methods of segregation and disposal
- minimize waste generation and to facilitate repair, reuse and recycling over the disposal of waste wherever possible
- Providing guidance to all staff and students in safe handling and disposal of waste with regard to health and safety regulations
- Promote environmental awareness in order to increase and encourage waste minimization, reuse and recycling
- Print double-sided to cut down on use of paper
- provide clearly defined roles and responsibilities to identify and co-ordinate each activity of waste management
- Ensure that all waste containers are labelled and with proper closure.

Staff and students have been given awareness on ways of disposing of waste such as separating, reducing, reusing, recycling and composting. Separate bins have been set up for different kinds of waste, bins have been labeled as dry waste and wet waste. In order to coordinate each activity of waste management the institution has clearly defined the roles and responsibilities of each persons involved in this task. Equipment such as charts, models and other teaching aids or school supplies which are not in use or access will be distributed to neighborhood school instead of throwing them away. The correspondence of the institution is in the process of shifting it to electronic documentation procedures. Staff and students have been instructed to use materials ecofriendly substitutes. Food waste is used for composting.

Responsibilities of Staff and students

1. Disposing of waste responsibly through the appropriate waste disposal system (segregation of waste), in accordance with policy statements and procedures.

Reporting any problems with waste management procedures to the Principal.

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

7.1.3 Institution waste management practices include**1.Segregation of waste**

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

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

Response:

- The institution strives hard to keep its surroundings clean through awareness camps for the student teachers, cleanliness drive programmes and educating young women to maintain cleanliness in the study space as well. It believes in providing firsthand experience of all the activities to the student teachers. So, they are bound to keep their classrooms and surroundings clean and are expected to educate young minds to do the same.
- The campus has numerous trees and a little garden which attracts the attention of every individual. The greenery in the campus calms the mind and soothes the soul. Plants and trees are given importance to provide a healthy and pollution free atmosphere in the campus. When the atmosphere is conducive, it makes learning more meaningful.
- Seminars on health and hygiene, sanitation etc are organized to guide the student teachers to have better health goals. Purity of body, mind and soul is achieved through hygienic practices, prayer services, yoga and meditation. Training programs for making paper carry bags, cloth bags and creating best out of waste are given to the students.
- The college has been awarded for **Best Green Initiatives in First Grade Colleges Sector** by Karnataka State Pollution Control Board, District Administration, Dakshina Kannada District in August 2017.
- The supporting staff ensures that cleanliness and sanitation is maintained in the wash rooms and rest room. Cleanliness is maintained in and outside the campus throughout. The students of the

college are actively involved in maintaining the college and campus clean. Awareness is created in students regarding issues related to health and hygiene during camp and family life education seminars. First Aid and Health Care facilities are provided to all the staff and students.

- The institution has taken immense care to ensure the facilities associated with the health and hygiene. Separate wash room facilities are provided for staff and students and for men and women students. Purified Drinking water facility is extended to our staff and students. The institution makes sure that the surrounding area and the atmosphere are maintained suitable and are conducive for teaching and learning.
- The college building is kept clean and pollution free. The rooms of the institution have wide windows that allow sufficient ventilation.
- The garden of the institution is well maintained with adequate organic manure. A variety of potted plants are maintained that enhances the aesthetic sense and creating awareness to keep the environment beautiful.
- There are sufficient facilities to maintain personal hygiene and cleanliness so as to ensure a healthy environment in the campus.
- Weekly cleaning of the college building and surroundings is done by our B.Ed. students under the supervision of the staff. This also ensures the inculcation of dignity of labour and social skills among the teacher trainees. Environmental awareness programmes are organized to develop in the students love and belongingness towards nature and the institution.

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Link for additional information	View Document

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

Response: 2.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	553160	3366

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Response:

The institution makes its earnest effort to leverage local environment, locational knowledge and resources and community practices to enhance the quality of education. Connecting and engaging student teachers in the teaching learning process by using local environment and culture is the significant feature in our institution. The institution aims to empower student teachers to make a difference in the local environment and community, creating caring local and global citizens.

- To facilitate the understanding of subject being taught, student teachers are trained to use locally available resources more imaginatively and effectively to become resourceful teachers and make learning attractive as possible.
- As it is important to balance both community engagement and student's learning goal, efforts have been made to actively engage student teachers in various community related activities to strengthen their knowledge about locality. The institution conducts visit to different places of local, scientific and historical importance, field trips and outreach programmes to equip students with locational knowledge and familiarize them with riches and diversity of our locality. Exposure to diversity has an impact on student teachers particularly for their personal outcomes such as cultural understanding. Places such as Pilikula Heritage centre, Pilikula Biological Park, Science Centre, Museums related to Science and Social Sciences, Planetarium and other places of historical and cultural importance has been the part of our local knowledge.
- To develop link with a local community and to create awareness on various community related problems, student teachers are encouraged to take up community related projects on various issues or topics. One such project undertaken was to study the Socio-economic Conditions, Educational status and Quality of life of 'Fisher Folk' Community of Thota Bengre Village, Mangaluru, The other projects undertaken were Project on Health Awareness and Women Empowerment

The following were the community practices conducted by the institution

- An outreach activity on sensitizing the community on the use of e-banking (Cash-less Economy)
- Rally to create awareness on electoral rights and exercise their right of voting
- Street Plays (Beedi Nataka) to create awareness on the importance of Right to Vote for common

masses.

- Visit to Snehalaya and Paschim Rehabilitation Centre

The objectives of the above mention activities were to enable them to relate academic activities to real life experience and to contribute to societal change through active participation in community. The service learning programmes organized in the community sensitized student teachers to the difficulties and problems of homeless and aged people of the locality and to become aware of joy of serving to such needy people by providing emotional support.

- To stimulate the thinking of teachers of the locality and to equip them with recent trends and methods of teaching, the institution conducts workshops and training programmes for teachers. Using local experts, efforts have been made to broaden the horizon of student teachers through conferences, guest lectures, community talks on family life education, spiritual orientation and so on.
- With an objective of studying the functions and working structure of different streams of educational level, a visit was organized to DIET, Navodaya School, CBSE and ICSE schools.
- The institution also collaborate with local educationist/ academicians and subject matter experts to connect core curriculum to the outside world and design engaging learning experience in and out of the classroom.

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

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

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

Response: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

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

Response:

1.Title: Developing Research Competencies

2. Objectives

- To promote research skills to strengthen professional competencies.
- To develop knowledge of existing issues related to education /subject matter so as to appraise the learning process and interrogate the aspects of their teaching practices with greater understanding of its relevance by incorporating research findings in their classrooms.

3.The Context

The various thrust areas includes health, environment, gender, sustainable development, peace education, disaster management, reflective teaching and ICT. The challenging task is to train student teachers according to their abilities to undertake a meaningful research project with in a stipulated period of time. They also face numerous methodological challenges too.

4.The Practice

Student teachers learn the basics of research. They undertake action research for the problem they identify in the classroom during teaching practice. To strengthen their research skills, School and Community Based Research projects are undertaken during internship.

5.Evidence of Success

Several research projects conducted by student teachers witness the glory of their success as researchers. They developed skills of enquiry, discovery learning and research competencies such as identification of the problem, preparation of research tool, collection of data, descriptive analysis, interpreting, reporting and presenting their research work among the peer group.

6.Problems Encountered

The challenge lies in training the prospective teachers for conducting research in schools and community and facilitating them in the identification of research problem and its execution as this practice is totally a new experience to them. Trained faculty and various learning resources are essential to implement this practice.

1.Title: Community Engagement through Service Learning

2.Objective

To integrate academic learning with community service to enrich learning, develop civic responsibilities, character and interpersonal skills to make positive contribution to the community. **The underlying principle** is to strengthen communities by integrating student teachers classroom knowledge, skills and values to address an actual school and community need through service learning.

3.The Context

With the purpose of holistically developed student teachers who can think, act and reflect on social issues and human values , an enriching service learning experience is provided in real world context. Student teachers by identifying significant community need, try to rectify it by applying their knowledge and skills learned in the classroom. The most challenging issue with regard to its implementation is to integrate service learning with course content by allotting time for preparation and assessment of the practices.

4.The Practice

The service Learning activities designed and practiced include the target groups namely, Specially challenged children, Elderly people of destitute homes, rural school students, Socially and economically deprived children of the Community and the target areas also include Literacy, Competency Building, Peace and Health Education, Sustainable Development, Environmental Education.

5.Evidence of Success

Service Learning has improved students' communication skills, empathy skills and leadership abilities. It has sensitized the student teachers towards social problems and enabled them to realize that service learning as an effective strategy to develop the most needed social values. The evaluation of this practice is done through sharing of reflections in the group consisting of Teacher educators and peers.

6.Problems Encountered

Service Learning is an extension activity, hence requires more efforts on the part of teacher educators to train the students and also set aside time to practice the various tasks involved in the activity.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

With a vision lighting Teachers and Teacher educators and a mission of building up precious human resource amidst the complex national and global challenges, the holistic vision of life oriented education for the upliftment of mankind is imparted through Value based spiritual education. In order to fulfill, the institution has realized the importance of inculcating spiritual development among student teachers.

- To enhance spirituality among student teachers, value education is given enough prominence in the curriculum. Values such as Character, Good conduct, Moral Integrity, Self Discipline Education, Compassion, Love for all living beings, Responsibility and many other positive qualities are inculcated.
- The institution has an inter religious prayer room for staff and students to spend moments of silent reflection
- As a part of this, discourses on values, ethics , morality education and indulging student teachers in community and social services
- To motivates teacher educators to keep the highest goal in all aspects of life and to realize the importance of divinity, spiritual values are given importance throughout the course.
- Physical exercises such as games, yoga, dance and gymnastic on regular basis help the student teachers to develop qualities of concentration and self-control
- Religious /moral and value education is built into the curriculum
- Retreat and spiritual orientation days are organized to strengthen the spiritual growth of students.
- Each class begins and ends with a prayer
- Regular value education classes are conducted throughout the academic year. All students are trained to teach Value Education through using of various approaches.
- Students conduct morning assembly by reflecting on a theme that serves as a source of personal growth.
- A meaningful interreligious prayer service is a part of all the days of national and international significance and at all the college celebrations.
- Value education is offered as an optional subject to the B.Ed. students as a part of B.Ed syllabus, in which students are provided with practical experience of taking value education classes to the primary/secondary/ higher secondary school students.
- Global values and Indian constitutional values are highlighted through different subjects of study as well as programmes on peace education.
- Training in yogic exercises is provided by inviting resource persons from the community and provision is made in the time table to practice yogic exercises.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

- The institution being autonomous has the freedom to redesign and restructure the courses of the programmes offered with the objective of providing quality education and to meet the changing needs of the society.
- The institution annually publishes 'St Ann's National Journal of education, a peer reviewed journal dedicated to the Professional development of the teacher bearing ISSN 2321-5402. As on date 46 Volumes of the journal have been published.
- As a research centre, the institution has had three Research Guides during the past five years. The faculty serves as resource persons in conferences, workshops, seminars and as guest lectures at national, state and regional levels.
- The faculty served as a member of the NAAC Peer Team and was an active member in the preparation of NAAC self-study manual for Teacher Education.
- Faculty participate in various International and National Conferences and present papers. Travel Grants are availed from UGC to attend international conferences.
- Faculty serve as adjudicators of doctoral theses of various other universities and also conduct the external viva voce examination of Ph.D.
- Faculty represent themselves as members of Board of Studies, Board of Examiners, Academic Council and IQAC external members and academic auditors of other universities and Autonomous Colleges in Karnataka State. They are also involved in preparing question papers for competitive examinations of different states.
- Faculty are involved in developing instructional material for UG and PG Programmes of various universities offering ODL.

Concluding Remarks :

The Institutional vision of empowering women imbued with human values towards building precious human resources for the society and with a mission of preparing teachers for modern society with personal, academic, research and professional excellence works with the motto of 'Lighted to Light' and inspires the young minds amidst the complex national and global challenges.

The preparation of Self Study report of the fourth cycle of NAAC Re-Accreditation has been a progressive and reflective activity for the staff and students of the institution. This was a planned activity by deploying the responsibilities of completing the task in time. This endeavor was a collaborative effort in analyzing the SWOC of the institution.

The institution continues to excel in providing teachers of caliber to our nation and break the fetters of ignorance and illiteracy.

NAAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>19</td><td>15</td><td>15</td><td>15</td><td>15</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>18</td><td>16</td><td>16</td><td>16</td></tr></table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>18</td><td>16</td><td>16</td><td>16</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>20</td><td>18</td><td>16</td><td>16</td><td>16</td></tr></table> <p>Remark : DVV has made the changes as per shared report of optional/ elective courses by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	19	15	15	15	15	2020-21	2019-20	2018-19	2017-18	2016-17	20	18	16	16	16	2020-21	2019-20	2018-19	2017-18	2016-17	20	18	16	16	16	2020-21	2019-20	2018-19	2017-18	2016-17	20	18	16	16	16
2020-21	2019-20	2018-19	2017-18	2016-17																																					
19	15	15	15	15																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
20	18	16	16	16																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
20	18	16	16	16																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
20	18	16	16	16																																					
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <p>1. Provision in the Time Table</p> <p>2. Facilities in the Library</p> <p>3. Computer lab facilities</p> <p>4. Academic Advice/Guidance</p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: E. None of the above</p> <p>Remark : DVV has considered E. None of the above as HEI has not shared relevant supporting documents as per SOP.</p>																																								
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process</p>																																								

adopted by the institution comprises the following

Answer before DVV Verification : D. Feedback collected

Answer After DVV Verification: E. Feedback not collected

Remark : DVV has considered E. Feedback not collected as per HEI has not shared relevant document.

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has considered B. Any 4 of the above as per shared report by HEI.

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

Answer before DVV Verification : As an institutionalized activity in accordance with learner needs

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

Remark : DVV has made the changes as per shared documents not as per SOP.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI has not provided appropriate supporting documents as proof to show teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources.

2.3.6 Institution provides exposure to students about recent developments in the field of education through

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has considered B. Any 4 of the above as per shared report bY HEI.

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has considered D. Any 2 or 3 of the above as HEI has not provided supporting documents as per SOP and also they have not specified specific EIGHT significant skills and competencies that the HEI is concentrating on.

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and

internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has made the changes as per 2.4.1

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : DVV has considered D. Any 1 or 2 of the above as per shared report by HEI.

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

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

Answer before DVV Verification : 25

Answer after DVV Verification: 2

Remark : DVV has made the changes as per HEI has not shared List of students attached to each school for internship.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	193640	582616	768245	57500

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	193640	14616	0	698500

Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	3	39	2

Answer After DVV Verification :

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

Remark : DVV has considered only books and chapters in edited volumes/books published and papers published in national/international conference proceedings with ISBN.

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	98	98	96	98

Answer After DVV Verification :

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

Remark : DVV has given the 0 as HEI has not provided attendance in respect to the various programs.

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

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

Answer before DVV Verification : 9

Answer after DVV Verification: 10

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

Answer before DVV Verification : 11

Answer after DVV Verification: 11

Remark : DVV has made the changes as per shared report by HEI.

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

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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1244966	442473	445652	391670	524396
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12.4	4.4	4.4	3.9	5.24

Remark : DVV has converted the value into lakhs only.

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
151536	191113	155720	189207	236316

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.74	1.16	1.10	0.26	0.23

Remark : DVV Has considered only Annual expenditure for purchase of books, journals and e-resources shared audited statement by HEI.

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

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

Answer before DVV Verification : 205

Answer after DVV Verification: 41

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

Answer before DVV Verification : 161

Answer after DVV Verification: 161

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

Answer before DVV Verification : 562

Answer after DVV Verification: 562

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

Answer before DVV Verification : 700

Answer after DVV Verification: 700

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

Answer before DVV Verification : 564

Answer after DVV Verification: 564

Remark : DVV has made the changes as Supporting documents is not readable to validate HEI.

4.3.3 Internet bandwidth available in the institution**4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS**

Answer before DVV Verification : 100

Answer after DVV Verification: 00

Remark : Name has not reflected in shared bill.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
316549	1344252	892151	1155865	1203163

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.23	3.59	2.97	1.76	5.60

Remark : DVV has considered only Expenditure incurred exclusively on maintenance of physical and academic support facilities shared by HEI.

5.1.2 Available student support facilities in the institution are:

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above
 Remark : DVV has considered B. Any 7 of the above as per shared report.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	13	16	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	05	08	09	01

Remark : DVV has made the changes as per shared report by HEI.

5.4.2 Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has considered B. Any 4 or 5 of the above as per shared report by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report of meetings of Alumni Association by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	08	06	07	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	06	05	04	12

Remark : DVV has considered only quality initiative activities.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations