



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST.JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN

OPP. 2ND LANE, SAMBASIVAPET, NEAR NAAZ CENTER
522001

<http://stjosephbedcollege.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Joseph's College of Education for women, Guntur is the pioneer institution established in the year 1946. It was the first of its kind in Andhra Pradesh. It meant solely for the training of women teacher graduates and post graduates of all creeds and communities. The college is a Roman Catholic Institution, Under the Management of Society of Jesus Mary Joseph, Registered under the Societies registration on Act of XXI of 1860. The college has the mission of empowering women by providing them with quality teacher education with holistic development.

Presently the college is offering B.Ed., and M.Ed programs affiliated to Acharya Nagarjuna University, Nagarjuna Nagar, The College has a research Centre under ANU from 2003 onwards. Our faculty act as research Directors for M.Phil. and Ph.D. students in Education. Our college has been accredited by the NAAC with B++ in first cycle and Re-accredited with A in Second Cycle.

Research is the key factor of all activities of the institution. The college is basically a Research center for advanced studies in Education, Acharya Nagarjuna University. 77 M.Phil., and 83 Ph.D. degrees are awarded under the guidance of our faculty members. The faculty and the research scholars do participate in seminars, conferences, and workshops at regional, national, and international levels.

The faculty and students are encouraged to write articles in Home Journal "A Journal of Educational Endeavors" with ISSN Number (2319-3018) and other Peer reviewed and UGC reputed journals. In all, 325 articles, 22 MoU's, and 27 collaborations are done in these 5 years. The college and the faculty collaborate without any reservations with a number of educational organizations like schools, colleges, NGO's, Rehabilitation centers, and linkages with Government bodies like SCERT, APSICHE, APPSC etc. The college library is a repository of excellent books, Journals, and encyclopedias. The vision and mission of the college are reflected in the periodical running of the institutionally organized seminars, workshops, conferences, awareness programs, rallies, and guest Lectures to enrich the academic atmosphere of the college.

Vision

The Congregation of Jesus Mary Joseph is a Catholic Religious Women's Congregation, which was an impact of French revolution, and was led by Rev. Fr. Mathias Wolff SJ, to enkindle the flame of liberation in Netherlands in 1822. His person, his self-sacrificing, exemplary life, his spirituality and his teachings attracted the young, enthusiastic and willing girls to join hands to bring about the needed change in the society. He took every risk and possible means to realize his dream. However, young and enthusiastic Fr. Mathias with a vision, decided to start a Women's Congregation to educate the poor girls and to reach out to those in need. He founded the Society of Jesus, Mary Joseph at Amersfoort, in the Netherlands. Today, the members of JMJ Society follow in the footsteps of Fr. Mathias Wolff in various parts of the world, carrying out the same mission of liberation with a Charism of 'An ever-Adaptable Apostolic Availability' through various ministries - Education, Health Care and Social Apostolates. Our St. Joseph's College of Education for Women, Guntur, established in the year 1946 is one of its institutions with the following vision statement.

Our Vision:

"A centre of Excellence in the realm of teacher education fosters an inclusive, innovative, and transformative hub of knowledge and has grown as an exemplary seat of higher learning. It aims to be a resource centre for the community rendering selfless service to lead future generations with compassion, competence, and a global perspective."

In the light of our vision we aim at:

- To retain the standards of Excellence in Education.
- To be a Resource and Research Center for Schools and Colleges of Education.
- To grow into an exemplary Seat of Higher Learning.
- To strive to render selfless service to the society with love, joy and service.
- To empower and enrich the students with the motto of "Learning through living and growing through experience"

Mission

St. Joseph's College of Education for Women, is one of the institutions run by the Congregation of JMJ, founded by the visionary leadership of Rev. Sr. Stanislaus Swamikannu Pillai, who was the first Principal. The Members of the institution are inspired and led by our Lord Jesus Christ who lived a life of love, service, and sacrifices. As educationists, our service to the society is to provide quality education, which is an essential need of all. The college motto Love, Joy, and Service inculcates in the Students the truth, that we must find love and joy in the service that we render to the Society, and that service rendered with love would bring joy both to the giver and the receiver.

Our Mission:

- Empowerment of women, especially the poor and the downtrodden, through quality education.
- To prepare teachers with emotional integrity, intellectual ability, high moral Standards, and social commitment.
- To mould teachers to prepare future citizens with a global vision.
- To impart training for the development of the 4 D's – Discipline, Dedication, Devotion, and Duty mindedness and the coordination of the 3 H's – Head, Heart and Hand.

Our mission is reflected in the following Goals and objectives of the college:

- To mould the student teachers as women of character, with intellectual Excellence and moral and spiritual values.
- To meet the needs and requirements of the oppressed women, a women's cell (SABALA) is set up in the college, which provides guidance and counseling.
- To prepare women graduates and post graduates as efficient, effective and productive teachers by nurturing in them comprehensive knowledge through the conduct of curricular and co- curricular programmes.
- To endow the student teachers with knowledge and high ethical values, needed in their profession as teachers.
- To ensure the holistic development of the student teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Our College has the experience of 77 years of Excellence in Teacher Education.
 - Committed and Supportive management with a vision and mission.
 - Highly qualified and dedicated faculty with many of years of experience.
 - Transparency and accountability in governance.
 - Adequate learning resources and expanding infrastructural augmentation.
 - Cultural inputs to discover innate abilities and talents
 - Faculty and students are encouraged to take up self-learning courses for the enhancement of professional competence.
 - Acts as resource centre - Consultancy and honorary services to schools in Andhra Pradesh.
 - Staff and students are equipped with e-content modeling.
 - Choice Based Credit System and Outcome Based Education are in practice.
 - In-house workshops/ seminars are organized for academic development.
 - Students involve in action research to experiment and create knowledge.
 - Developing communication skills in students from rural areas.
 - Extension and outreach activities in collaboration with , GO's, NGO's and linkages with other Organizations.
 - Up keeping the green canopy of the campus
-
- 83 Ph.D., and 77 M.Phil.' scholars are awarded through our Research Centre - the distinctive feature of our college.
 - Knowledge sharing by the Staff through SJCE Brain Clique.
 - Regional, State and National Seminars are conducted regularly by the college to enhance the knowledge of the students and the staff of our college and other Institutions.
 - Decentralized pattern of functioning is executed through delegation and regular staff meeting.
 - Well equipped digitized library for the use of teachers and students, with effective software.
 - Availability of well established indoor stadium, gym and open playgrounds for outdoor Sports and Games.
 - Computers and network facilities are made available to staff and students for curricular, co-curricular, research and extension activities.
 - Physical and Psychological wellness of our student teachers are well taken care.
 - Outreach activities, community Service Projects, Fieldtrips for enriching the experience of the students are arranged regularly.
 - Innovative Methodologies are adopted though ICT in Teaching and Learning .
 - Organizing TET, DSC and other competitive exams Coaching classes to enhance employability skills.
 - Excellent Mentoring System and Staff Welfare Schemes.
 - Time relevant Value Added Courses.
 - Conducive physical infrastructure and academic ethos.
 - Good rapport with schools in the vicinity.

Institutional Weakness

Institutional Weakness

- As per the notifications of State Government , there was a ban on recruitment of aided staff from the year 2004 which hindered the financial position of the institution. To generate funds and fix the viable salary structure of the unaided staff which is a committed liability on the part of the Management that leads to deficit budgeting.
- The rules and regulations of the State government and affiliated University often causes delay in the admission procedures.
- Maintenance Grant is not sanctioned which adversely affects the functioning of the institution
- Delayed sanction of student scholarship affects the students' academic achievement and the college.
- Our college utilizes the funds allotted by UGC regularly. As there was no funds from the UGC for the last three years, it is difficult to execute the framed plans effectively.
- Networking with colleges of high quality at national and international and Industrial collaboration need to be strengthened.
- Our College is a Standalone institution in Teacher Education. Hence it is difficult to start integrated teacher education programme (ITEP).
- Difficulty in networking with the College Alumni.
- No proper backup to start Patents and Startups.
- Financial Contribution of alumni is dwindling.

Institutional Opportunity

Institutional Opportunity:

- Supportive Management.
- Geographical advantage.
- Teacher education programmes at different levels
- Designing a curriculum to augment pedagogical skills for higher secondary in-service teachers.
- Designing pedagogical practices for Degree College faculty.
- the existing Multi-disciplinary pedagogical approach of Western and Eastern Philosophical Theories integrating with Multiple Intelligence, adapting elements moving from cognitive constructivism to social constructivism through experimental research.
- To expand pedagogical practices to International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE).
- Applying for Patent innovative strategies.
- Academic engagement with retired faculty.
- Functional counseling cell.
- To establish a legal cell to protect women's rights, child abuse.
- to create awareness among student teachers and stakeholders to contribute and participate in the environmental protection and strengthening the existing green initiatives.
- Research to design a curriculum for CWSN.
- Design orientation and refresher programmes for career advancements.
- Participating in Academic Bank of Credits.
- Organize capacity building programmes for in-service teachers, parents and local population.
- Developing on-line courses to be included in SWAYAM portal.

- Offering a Govt. recognised 1 Year diploma course on Early Childhood Care and Education (ECCE)
- Available external support of blended learning specialists.
- MOU with Outstanding Engineering Colleges for establishing an Incubation center to integrate symbolic, enactive and iconic modes of support system to configurative ideas into projected and non-projected aids.
- Join hands with NGOs-social organizations for accomplishing government programmes.
- Extending the utilization of e-content studio to train students.
- Collaboration with institutes of local national and international.
- The college can reach out to more schools and colleges to help them become For effective implementation of NEP 2020
- Opportunity to avail e-government at all levels of college functioning.

- Scientific validation, documentation and presentation of indigenous traditional knowledge system.
- Opportunities to take up

Our college is located at the centre of the city and is connected to Bus complex, Railway Station, and several educational and governmental institution.

Institutional Challenge

Institutional Challenge

- Setting up a new environment for multi-disciplinary/ 4 year ITEP with strategic action plan. Planning a multi-disciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based vocational courses.
- Research on multi-disciplinarily in ITEP through different levels, interdisciplinary in the context of teacher education with respect to disciplinary knowledge and pedagogical dimension.

- Student Mobility to enter into ITEP programme is a challenge.

- Multiple entry and exit of students in the course as per NEP 2020 pose problems.

- High quality teacher training to combat with emerging global standards.
- Inclusivity for diversified learning needs.
- Module preparation to develop teaching skills for inclusive classrooms.
- Module enrichment programmers' for gifted
- Formulating equivalence to programmes like certificate/diploma/PG diploma of our by college.
- Generating funds from alumni and Corporate Sectors for the development of college in quality enhancement.
- Re-structuring credit system based on NEP 2020.
- Salary of the unaided faculty as per government scale.
- Institutional autonomy for admission and recruitment.
- Lack of funds for the community service and outreach programmes

- Enrollment of students in M.Ed. Programme of two years duration.
- To internship of B.Ed students academic schedules.
- Delayed admission procedures due to centralized admissions.
- Due to delayed admission the semesters do not align suitable with the semesters of the internship schools and this is a challenge while planning internship programme.
- Transiting to Four Year B.Ed programme as per recommendations of NEP 2020.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Researching on the International standards and quality inputs of reputed universities, Recommendations and suggestions of apex bodies, statutory committees, the National and State policies, NCTE norms, NAAC and Autonomous benchmarks are reflected while planning, reviewing and enriching the curriculum for B.Ed. and M.Ed. Programs.

Curriculum Planning

Institution has a regular in house practice of planning, reviewing, and revising the curriculum and adopting it to local content. It is a Collaborative effort of principal, faculty, practice teaching schools, employees, experts, students and Alumni in designing activities in the curriculum and its implementation. Programme learning outcomes(PLO's) and Course Learning Outcomes (CLO' in 25 B.Ed. Courses, and 28 M.Ed. Courses are formulated and communicated to the teachers and students through website of the institution, Prospectus, Handbooks and in Teacher and Student Orientation and Induction Programmes.

Academic Flexibility

The College adopts Choice Based Credit System(CBCS) for both the B.Ed. and M.Ed. Programmes. Academic flexibility of the B.Ed. and M.Ed. Curriculum provides adequate choice of courses to students as electives and pedagogy subjects. As of now six Pedagogy and, six Elective Subjects, thirteen General Courses are offered to B.Ed. Students. Twelve Core Subjects and sixteen Electives are available to M.Ed. Students. Ten Value Added Courses are offered in each year in order to prepare the students for life to meet the challenges in the educational landscape. Students are encouraged and facilitated to undergo self-study courses like MOOC's by allotting time in the college Timetable, for Library and Computer Lab experiences.

The Curriculum provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various curricular, co-curricular, aesthetic cultural areas of learning which enhance professional competencies. aligned to NEP2020. Institution familiarizes students with diversities, innovative methodologies are integrated in school system in India as well as in an International Comparative Perspective for enrichment of students.

Feedback Mechanism

Structured Feed Back mechanism is adopted Semester wise from various stakeholders - Students, Teachers, Employers, Alumni, and Practice Teaching Schools is processed and action is taken on the analysis report.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE and Government of A.P. Students get admissions through counseling from EDCET convener and for the leftover seats, the admissions are filled by management through a well administered mechanism with the norms of state government. The institution has a well-designed policy of identifying their entry level behavior. Initial interaction with the principal and faculty in action programme helps the teachers to know their level in the content subject. The institution has a unique practice of conducting content tests in pedagogy subjects and the entry level. To meet the needs of students with diverse backgrounds, the institution provides the facilities like fee concession, and hostel facility. Grievance are redressed, the faculty members identify and engage with diverse learners by providing appropriate learning environment to maintain an effective relationship with student teachers.

The college has a mentoring policy to provide students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects. Institution also takes care of peer feedback, remedial learning engagement, collaborative tests and multilingual interactions and inputs.

The college resorts to various student centric innovative pedagogical methods, and ICT Resources for enriching students' academic horizon. Student teachers are motivated to use ICT for their learning, teaching, and internship in organizing co-curricular events.

Opportunities are provided to develop competencies and skills related to school based practices, communication, preparation of effective assessment tools, comparing, TLM preparation, community engagement etc. Internship is planned meticulously in schools as per the orders of D.E.O.

Continuous comprehensive internal evaluation is both scientific and objective in accordance with the academic calendar maintaining transparency and fairness in evaluation. Keeping in mind the PLOs and CLOs of the course, assessment is incorporated into the learning process and all relevant records are maintained. The institution has an effective grievance redressal cell for addressing grievances of the students.

College holds full transparency to dissemination of basic details of each and every student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

The institution has:

- Spacious Eco friendly clean campus
- Well equipped, and ventilated smart and LCD classrooms with Wi-Fi connection.
- Well-furnished labs for Educational ICT Psychology, Art and curriculum resource Centre as per NCTE norms.
- Additional facilities are available to address content beyond syllabus, projects and Research activities.
- Seminar halls to conduct seminars, conferences, guest lectures and workshops. Seminar halls are equipped with LCD projectors, Wi-Fi connectivity and are air conditioned with seating capacity ranging from 150 to 200.
- Facility and equipment for various outdoor and indoor games and sports and a well-equipped Gymnasium.

- The College hostel is Permanently Affiliated to Nagarjuna University that can accommodate 200 students.
- RO mineral water plant.
- Solar panels to use as an alternate source of energy.
- Bio Metric devices to register their attendance.

The **Library** is well equipped with rich collection of books, journals and e-resources covering B.Ed. and M.Ed. syllabus as well as reference books in various subjects. It has 38280 volumes of books, Journals Back Volumes, Encyclopaedias, Biographies subject and general Dictionaries, and library is automated with soul 2.0 software. Staff and students are able to access 1,28,000 on line journals and E-books through N-List programme. INFLIBNET centre give open access to Shodh ganga and e-Shodh Sindhu to get e-resources.

ICT: There are 117 computers available within the institution. All the important Sections of Administration block, office, library, computer lab, and Language lab and research Centre are equipped with the computer Network and CC TV facility. Link of E-content prepared by faculty are shared with students. Google class and audio class are also conducted by the Faculty to help the students in learning. The IT structure is well repaired and maintained and regular updating of Software and antivirus etc., is also taken into consideration from time to time. The College Website is monitored and updated regularly.

The college management takes care of maintenance of all facilities such as physical infrastructures library the ICT etc. in the college.

Student Support and Progression

College takes utmost care for student preparedness towards effective completion of the course. From entry to formative level is a module for an all-round development of personality. A differential approach is applied for reaching out to each learner, through academic benchmarks such as research and reporting mechanism, project-based, activity centered, constructive learning environment, exposure to models of teaching, inquiry based learning, ICT integrated learning modules, open- ended lessons, are some of the best practices. Inclusivity is another area practiced to increase the involvement of student teachers to execute their best services to the children with Special Needs (CWSN). A continuous support is provided through personal health care, medical check-up and counseling for a Conducive learning environment.

A number of co-curricular activities are organized to ensure holistic development of the students. With a view to reinforce the content taught in the classrooms, the College organizes seminars, workshops, and webinars. These activities are well spaced and help students to imbibe skills in planning and execution. Team building, life skill development, decision making and problem-solving are by products of such activities.

Students also participate and excel in inter-collegiate programmes. The Placement Cell supports students to get suitable placement. Mentoring for Teacher Eligibility test (TET), DSC Examinations is done on a regular basis and many students who appear for the examination qualify in the same. Students are guided and counseled in times of need. The Digital studio is used for production of video lessons

Student support Services Include an orientation for accessing and utilizing scholarships with our

additional support of concessions in fee. An in- house campus placement service is organized for different boards and types of schools. Students face mock-interviews before attending the campus placement. Engaging students in task-based learning not only in academics but in recreational activities too. Various clubs function with a purposive goal to plan, co- ordinate, execute and organize co- scholastic programmes.

The proactive Student Council coordinates with the faculty to organize different curricular and co-curricular programmes. Representative bodies like student council and alumnae associations are formed to expand ware experiences with the real life situations in school.

Governance, Leadership and Management

The college has substantial capacities for vision and leadership with a supportive governance focusing on highly qualified and experienced teachers with a balanced personality endowed with academics and managerial dynamism on par with the exemplary skills required. The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with its vision and mission, institutional practices, decentralization, and participative management. The institution maintains transparency in its financial, academic, administrative and other functions.

Visionary leadership is the corner stone of the institution. A strategic plan for five years has been finalized based on the core values such as commitment to excellence, holistic development, and respect for diversity, discovery and innovation and concern for environment. The goals of the institution ensure academic quality and capacity building for all. Fostering partnerships and community engagement and being proactive and committed to innovation are also the hallmarks of the institutional goals.

The College Administration is collectively managed various committees and boards. Our institution takes initiatives for promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty and also gets feedback from the students about the faculty. The Staff Study Circle plays a main role in exchanging knowledge.

Management provides digital platform and technology supporting classrooms and digital laboratories for capturing live lectures, micro - teaching sessions, webinars, and upload them for reviewing. New digital gadgets are upgraded to support the teaching-learning–evaluation process. Management strives for the international and national network with teacher education institutions, bulled a way for faculty exchange programmes, creating opportunities and initiate diverse research collaborations. Ample freedom is given to faculty to re-design the pedagogical strategies. The management interacts with experts during statutory and IQAC meetings to design a comprehensive curriculum. Governance and supervision or maximized with e-support mechanism keeping in mind the changing times and challenges from offline to online during pandemic period.

Governance play an important role in sharing the abstract of congregation meetings which are directed towards Welfare measures, community development, and extension activities, then a co-ordination is established to reach a common vision.

Institutional Values and Best Practices

St. Joseph's college of Education for Women stands as a beacon light in the realm of education, driven by a

steadfast commitment to core institutional values centered on sustainability, ethical conduct, social responsibility, technological innovation and eco-consciousness. The institution's ethos is deeply rooted in green practices, with sound energy policy and a firm dedication to environmental sustainability evident in initiatives such as waste management, energy conservation water management and promoting a paperless environment. These values are instilled in Student Teachers ensuring them a sense of environmental stewardship in their future classrooms.

Our commitment to sustainability is embodied in our comprehensive **Energy Policy** (web link) aimed at reducing our carbon footprint and promoting energy efficiency. Our strategy revolves around streamlining energy conservation efforts and leveraging alternate sources of energy like solar energy to meet our power requirements. The institution's code of conduct upholds the highest ethical standards, fostering a culture of integrity, respect, and professionalism among faculty, staff, and students alike. This code serves as a guiding principle for all members of the institution and inspires aspiring educators to uphold similar values. Social commitment is a fundamental aspect of our institution's mission, as evidenced by its active engagement with local communities through outreach programs like visiting old age Homes, Differently Abled children (St. Ann's Manovikasa Kendram), Adopting a Village (Nambur), Distributing needy things through Akshya Patra etc. Students contribute to community development, gaining practical experience while making a positive impact on the lives of others.

SJCE seamlessly integrates technological innovation into its curriculum recognized as one of its Institutional distinctiveness is represented based on insightful research activity coupled with experiential learning. Thus, the fruits of extensive research programmes are validated vindicated with the experiential learning processes. A knowledge the transformative role of technology in modern education, the institution equips students with the latest tools and methodologies, ensuring they are well prepared to meet the evolving needs of 21st-century to excel in respective fields to foster critical thinking, creativity, and adaptability in students and to emerge as skilled educators and as inspirational leaders driving positive change in society.

Research and Outreach Activities

Research Culture is encouraged in the institution and our College is recognized as Research Centre by Acharya Nagarjuna University and our staff members are research supervisors for M.Phil. Ph.D. programmes in Education.

The college publishes biannual Research journal "Journal of Educational Endeavors" (ISSN Number 2319-3018) since 2006. Till now we have released 31 journals and 325 articles. Our faculty published 54 books, and 100 Research papers for the past five years in peer reviewed and UGC Care listed Journals.

Our research policy designed, to promote quality research and to encourage Research Environment creating an Eco system for Innovation, and knowledge dissemination. Resources of our faculty contribute their might in Research for the Department of Education of Acharya Nagarjuna University and other state universities by rendering services as Dean, Chairpersons, and members of BOS of the department. B.Ed., and M.Ed. students get opportunity to conduct minor research and action research projects during internship. The college is organizing different outreach and community related social awareness programs, health care programs, and environment friendly activities to take part in social development and contribute to the growth of society. The college organizes programs like "Tree Plantation, Swatch Bharat Abhiyan, Aids Awareness, Gender Sensitivity, Blood Donation Camp, Clothes and Food Grains Donation in the slum area and regularly visiting special schools and old age homes and assisting the differently abled children, and people in the old age homes.

The institution provides in house support to the teachers in the form of seed money to two Lecturers for their Doctoral Studies. Facilitating research by providing organizational support by granting study leaves to data collection and field work. Research Circle is organizing internal/external seminars, interactive sessions, Research Proposal Discussion of M.Ed. and Ph.D. Scholars.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN
Address	Opp. 2nd Lane, Sambasivapet, Near Naaz Center
City	GUNTUR
State	Andhra Pradesh
Pin	522001
Website	http://stjosephbedcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. Swarupa Rani	0863-2223090	9490179176	0863-2217494	sjce.guntur@yahoo.co.in
IQAC / CIQA coordinator	C. Grace Indira	0863-2217321	9440351452	0863-2217494	ravindiras89@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Andhra Pradesh	Acharya Nagarjuna University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-04-1956	View Document		
12B of UGC	01-04-1956	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	29-01-2021	150	Particular period of validity is not mentioned in NCTE order issued

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	Opp. 2nd Lane, Sambasivapet, Near Naaz Center	Urban	1.54	2342.75

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,Educational,	24	Any Degree	English	110	103
PG	MEd,Educational,	24	B.Ed.	English	50	12

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	1				3				22			
Recruited	0	1	0	1	0	3	0	3	2	20	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	1	2	0	3
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	3	0	0	6	0	10
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	2	12	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	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		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	99	4	0	0	103
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	12	0	0	0	12
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	38	29	35	28
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	8	2	7
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	31	31	29	41
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	16	20	25	27
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		97	88	91	103

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institution has a vision to transform into a holistic multidisciplinary institution/interdisciplinary institution and has a plan to transform itself into a holistic multidisciplinary institution as per the recommendations of NEP 2020. Ours is a standalone college of Teacher Education with interdisciplinary approach in pedagogy courses and other courses like philosophical, psychological, and sociological foundations along with Technological aspects of education. Recommendations of NEP are giving insights to start undergraduate programmes with liberal Arts, Science, and Technology oriented disciplines. Institution is offering value added courses and certificate courses like Early Childhood Care</p>
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	<p>Education(ECCE), Guidance and Counselling, Soft Skills which are primary concerns of NEP 2020. Courses on Gender based issues, inclusive education leading to preparedness towards NEP. Taking up Multidisciplinary Research endeavours, on prime issues and challenges, instructional designs, experimental modules, qualitative research modules, on line and blended learning alternative transactional strategies, structural mentoring, addressing environmental issues etc., describe good practices of the institution to promote multidisciplinary/interdisciplinary approach in view of NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>ABC is an online virtual space provided to students to deposit and accumulate the credits they earn during their courses offered by Indian Universities. Our B.Ed programme and M.Ed have choice based credit system prescribed by Acharya Nagarjuna University. As per ordinances there is internal and external assessment of students for all semesters. The methodological style of the institution is student centric and it is constructive, inquiry based, reflective and collaborative and integrative. The formula procedure like assignments, seminars, internal tests is used to evaluate the students learning outcome. Summative and Formative assessments, assignments are used to evaluate the student's learning outcome. The institution preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated university, and Higher Education Department. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by student previously could be forwarded when the student enters into the program again. The execution of Academic Bank of Credits will be in line with the support of the university as per the norms of NEP 2020.</p>
<p>3. Skill development:</p>	<p>The main thrust of Teacher Education Programme is to develop teaching skills. The institution is putting all the efforts to develop teaching skills such as project management, problem solving, critical thinking, Creativity, leadership, Technical skills, Communication skills, Decision making skills etc. Developing integrated skills and use of ICT is one of the units in pedagogy subjects. They learn and use</p>

	<p>online resources, social networking sites and determine hard and soft skills to develop. M.Ed students are doing certificate course on Time Management skills through MOOCS Since 2020. Soft skills are developed through certificates course, methodology and core subject. Emotional skills like, coping with stress emotion, inter personal relationships are on alignment with National skill qualification frame work. To develop the skill of student teachers, the institution has undergone a MoU which is signed to enhance the employability and teaching skills of teachers. Valued added courses like certificate courses on communication skills, use of computers, games, and professional ethics are provided. Life skills education, soft skills, integrating art in teaching and participation in co-curricular activities etc., would concentrate on skill development. The institution organizes seminars, webinars, lectures, interactive talks of experts and other workshops. Leadership skills are developed through student programs, club activities and morning assembly program. The institution provides opportunity to students to participate in various hands on workshops. This provides experiential learning which helps them to take up various responsibilities. The institution is providing value base education to inculcate, positive sprit amongst learners that include the development of continual, ethical, and humanistic values of truth (Sathya), then righteous conduct (Dharma), peace (Santhi), love (Perm), non-violence (ahimsa) scientific temper and civic values. National Regional Festivals are celebrated to inculcate constitutional and cultural values. Activates are conducted on theme like communal harmony, human rights to excise values and rights. Entrepreneurship training certificate course has been provided to the student teachers to enhance skills to set up their own schools. The institution's skill development efforts are evident through its curriculum, electives courses as well as pedagogical transactions on alignment of NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institution is always ahead in transmitting Indian culture by way of celebrating all National events and festivals. In addition to regular national festivals, Communal Harmony week would be strictly observed and students from local colleges of education would be invited and conduct different</p>

activities and competitions in singing, dance, drama, painting, creative writing, elocutions and essay writing, etc. Field trips to various places of historical importance, museums, assembly etc. are helping the students to integrate their knowledge and understanding to curriculum. Visits to slums help our students to understand their culture, habits and style of living. To do this they use regional language strictly to overcome all the linguistic barriers. We also observe Women's Day, Mother's Day and all religious feasts. The promotion of Indian arts and culture is seen very important and it could be effectively impaired through integrating arts and culture into main curriculum which would not develop a strong sense of identity and aesthetic outlook but also enhances creative and cognitive skills among the teacher trainees. The existing curriculum philosophical foundations of education offers foundations of education and contemporary India and Education are courses in different semesters. These courses have their roots in Indian Knowledge System. Art Education is one of the courses in the 2nd Semester and gender, school society is another course in the 4th semester for B.Ed students. We offer pedagogy of Telugu as one of the subjects and faculty use Bilingual mode in their teaching student teachers are also permitted to teach in the language of their choice. College envisages on the preservation and promotion of mother tongue/native languages, along with Curricular activities, college gives equal importance to co-curricular activities conducted by several clubs and associations of students with guidance of teachers. Student teachers improvise plays from burning topics of the present day and the content of the school text books and present it through visual arts and crafts or performing art, in one of the Indian languages. Teaching-learning instruction is imparted bilingually in the institution. Indian languages offered as pedagogy subjects. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach. Students of M.Ed. course are encouraged to do research on Indian Knowledge system, Indian Language, culture, etc. Faculty as well as students are encouraged to take up online self-study courses like MOOCs. Incentive schemes are available for the staff on successful completion of these courses.

5. Focus on Outcome based education (OBE):

Outcome based Education is a student centric teaching and learning method in which the course delivery assessment is planned to achieve stated objectives and outcomes. The institution focuses on the teaching learning process which focuses on programme outcome (POs), programme specific outcome (PSOs) and course outcome. Teacher education course focuses on training teachers according to the needs of the society. The POs and PSOs prepared are kept in college website and made known to all. During orientation itself the course outcomes and program outcomes will be communicated to the students. These outcomes would be evaluated through co-curricular activities which are an integral part of the course. The institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programme. The institution focuses on practice teaching, internship, project work, field work, outreach activities and dissertation work on M.Ed. All these help to maintain the legacy of strong commitment to produce skilful teachers at the end of every year. B.Ed students acquire disciplinary knowledge, communication skills, critical thinking, reflective thinking and problem solving skills, related skills, leadership and team work, ethical awareness and reasoning etc. M.Ed students would transform into competent and committed academicians, curriculum developers, educational administrators through professional networking and research activities. They become empowered team leaders, culturally responsive, ethically conscious, reflective women teachers with social and human sensibility, meeting local, national and global standards in pursuit of holistic development of their students. The college clearly states the Program Outcomes (POs), Program Specific Outcomes (PSOs) and the Course Outcomes (COs). The courses offered are designed with outcomes centered on the levels elaborated by Bloom's taxonomy. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the PO-PSO philosophy. All courses syllabus has been designed with due consideration to macro-economic and social needs at large so as to apply the

	<p>spirit of NEP. Thus, in order to achieve the learning outcomes, a variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning, internship and research work are adapted by the college.</p>
<p>6. Distance education/online education:</p>	<p>The institution planned to integrate the upgraded technology in pedagogy. The objective of organizing such training was to enable the teacher educators to use the upgraded ICT skills in Teaching Learning and Assessment. Google classroom and other Google applications, educational mobile applications were few applications learnt during the training. During lockdown due to Covid-19, the classes were conducted online. The college extended continual learning support to the student teachers. Seminars, group discussions and doubt clarification were done using online platforms. The college conducted 3 webinars on Early Child Care and Education, Awareness on NEP and Innovative methods and techniques for the teachers during Pandemic. These webinars were made available to all the teachers. Even for M.Ed., student's classes were conducted through Google classroom, Zoom and Video and audio teaching. The teaching, demonstration, group collaboration, assignments, revisions and examinations were conducted through online. Apart from these, the teacher educators prepare the study materials and the softcopy of the study material is sent to the student groups through mails. M.A. Education programme is offered in Distance Education mode through Indihar Gandhi National Open University (IGNOU). The Distance Education programs are conducted through online and offline modes there by leading to Blended learning. Our staff use different learning management platforms like Zoom and Google for delivering the content to distance learners is carried out by Academic Counsellors is the form of evaluation of Assignments. MOOCs courses are offered to B.Ed. and M.Ed. students and they do certificate courses in online education mode. There is no any distance education/online education run by the college to regular B.Ed. and M.Ed. programmes. We have initiated online classes to them during pandemic only. The college organized webinars on various</p>

topics successfully during pandemic in online mode. Institution encourages students of B.Ed. and M.Ed. courses to attend these lectures. New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices will be introduced as value added courses to the students. Technology will be use to improve multiple aspects of education for the benefits of the students as suggested by NEP 2020.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, The College has an Electoral Literacy Club. Electoral Literacy Club is set up in college targeting the new voters, pursuing their graduation. The Electoral Literacy Club (ELC) is constituted in the institution with the aim of strengthening the culture of electoral participation among the future voters. Its activities are also extended to sensitize the students on their electoral rights through interesting activities. Electoral Literacy club (ELC) was in function in the college from 2005, which was restructured in the year 2023 to bring awareness on voting system for the general elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Student's Co-ordinator and Co-ordinating faculty members are appointed by the college. The ELC is functional and representative in character as all students are members of the ELC and the ELCs are functioning in our institution. Our Principal Prof. Swarupa Rani and Dr. B.Srilatha Associate professor are the nodal officers. The other in-charge faculty members are Dr. Mrs.J.Vijaya Kumari, Dr. Mrs.T.s.Subhashini Mr. Isaiah, Physical Director. All the first year and second year students are the members of this club. An open election is conducted in the college for office bearers of ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>The National Voters' Day Pledge was administered in our College on 25th January, 2019 which inspired our students, a sense of citizenship, pride and participation in the election process. To observe the 12th National Voters Day, a pledge was administered online on 25th January, 2021. Also the Staff and students of our college took an oath for National –</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Martyrs Day, in remembrance of Assassination of Mahatma Gandhi on 30th January, 2021. National Voters Day was observed in our College on 25th January, 2022. Students have spread awareness of need for voting. They guide people in their neighborhood regarding registering for Election cards. Voter awareness campaign was carried out within the college. Emphasis on ethical voting was promoted. Our staff participated as polling officers and Presiding officers in the State and local body elections in 2019 May and 2024 May.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>An awareness Programme on the importance and values of voting was given to the student teachers on every National Voter's Day. Democratic values are an integral part of the internship lessons given by students. A workshop on 'Integrating Constitutional Values in the Academics' was organized on 19.8.2018. Every year Constitution day was observed on 26th November to commemorate the adoption of constitution of India. An Awareness programme on familiarization of EVM and VVPAT machines was organized in the college to understand the value of their votes in democracy. Student teachers in our college were campaigned about the significance of registration and electoral process in their internship schools on 18/01/2022.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Almost all students have their voter cards. Few students do not have their voter cards and have been guided to procure the same before the coming elections. An Awareness Session is conducted on Systematic Voters Education & Electoral Participation in the year 2022 . To create an awareness among the students and also make them realize their legitimate rights in the country, a lecture was delivered by Dr.B.Srilatha on 16th February, 2023.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	185	179	194	192
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	75
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..

2022-23	2021-22	2020-21	2019-20	2018-19
80	87	99	86	79
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..

2022-23	2021-22	2020-21	2019-20	2018-19
80	87	99	86	79
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..

2022-23	2021-22	2020-21	2019-20	2018-19
97	88	91	103	89
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..

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
28.42767	9.75353	5.63002	17.82581	25.33795
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 117**

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:

St. Joseph's College of Education for Women is permanently affiliated to Acharya Nagarjuna University, Guntur, Andhra Pradesh. College had an autonomous status from 2005 to 2017 and the same Curriculum was followed up to the academic year 2020. From 2020 - 2021 the college is following university curriculum for B.Ed. and M.Ed. courses.

The curriculum is planned and executed in 4 semesters for 400 working days, done it semester wise, planning month and day wise by the faculty members in different courses and it was modified and approved by College Board of Studies. Then it was placed annually in academic council for suggestions. Finally, the approved curriculum from academic council was presented for perusal of Governing Body of the college for implementation.

Every year the content of the courses are reviewed through curriculum feedback mechanisms received from students, alumni and school heads along with the faculty members. The changes suggested were placed before the experts in the Board of Studies and Academic Council committee. After recommendations by the board of studies, it is placed in the Academic Council and it is passed after the changes suggested, and followed by the resolutions of Governing Body for implementation. IQAC suggest new initiatives to strengthen the quality of the curriculum approved by all the committees. College trains the students to develop required competency for quality teaching, keeping in mind the Vision and Mission of the college. At the commencement of the program the institution distributes the syllabus approved for that year to each student and conducts orientation program to give awareness towards entire courses.

- **Review of Curriculum**

Every year the content of the courses is reviewed through curriculum feedback mechanisms received from students, parents, alumni and school heads along with the faculty members. The Academic Calendar was prepared before commencement of first semester and approved by committees concerned.

- **Revising the curriculum**

The suggestions given by the above committees and stakeholders are incorporated and relevant changes are made to the curriculum.

- **Adapting Curriculum to Local Context**

Based on our resource potentiality, institutional goals and concern towards the students, we impart quality education through the curriculum. In response to the current realities and emerging trends, the college has a strong motto of love, joy and Service. The College initiated steps for introducing an appropriate curriculum to satisfy the present needs of the society.

Faculty and students are trained to acquire competency in ICT skills, develop e-content, for diversified learning experiences. Online and offline access to library references are phased for students and provision for research scholars.

Workshops, exhibitions, Practical orientations and extension activities are organized for the preparation of projected / non-projected teaching aids and dissertation work for students in Master's programme.

During the COVID PANDAMIC from 19 March 2020 to 07 February 2021 the course curriculum was planned online, through Zoom, Google Meet, and provision for Audio lessons were made available through online.

Various innovative classroom teaching methods based on needs of different subjects are regularly used for the effective delivery of the curriculum.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
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.

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 10**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	6	11	11

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:** 77.75**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	120	152	174	160

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: A. All of the above

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

1.2.5

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

Response: 8.32**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	26	12	13	6

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

- **A fundamental or coherent understanding of the field of teacher education:**

At the beginning of the course student induction programme is arranged for the newly admitted students regarding the staff introduction and course orientation. Prior to commencement of each semester, an orientation programme is organised to give students an overview of assignments, seminars, internal tests, records and projects/activities in different courses. NEP 2020 educational reforms in teacher education are duly integrated into the curriculum relevant to the present and future needs. Teaching practice in the form of micro teachings, macro teachings and internship teaching are the compulsory part of the b.ed programme. Practical exposure in the form of field visits, internships, workshops help to make the Teacher Education programme effective.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization –**

A thorough study of the syllabi of different boards is encouraged so as to understand the content across

various stages of education. Content enrichment programme like contest tests promote in-depth study of school syllabi in each methodology like mathematics, biological sciences, social sciences, physical sciences, English and regional language (telugu). Students practice different teaching methods, approaches, strategies and integrate ICT integrated teaching methods that are suited to needs and interest of learners. Mentoring by school teachers by observation lessons and during internship programme also helps to imbibe skills needed for different levels of school education.

c) Capability to extrapolate from what one has learnt and apply acquired competencies

Teaching Learning achievement is an integral part of all activities. Skills in ICT help students to prepare E resources which are used in micro teachings, macro teachings, internship and university practical lessons. Classroom management skills and skills in lesson planning are reflected during teaching lessons. Students develop competencies in teaching and evaluation process organised during the teachings and internship lessons. Communication skills, leadership, planning, presentation skills are integrated into the various curricular and co-curricular activities. Students are guided regarding teacher's role as a reflective practitioner and this is reflected through the Action Research carried out on actual class room problems.

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

A Value Added and Skill Oriented Certificate Course courses are introduced to develop essential self-awareness and self-management skills. Critical thinking is fostered through teachings, assignments, discussions, student-led seminars and action research. Negotiation and Communication skills are infused through team based activities like co-curricular programmes, internship and community work. Field visits and visits to community survey centres foster empathy. A sense of social responsibility is ingrained through community based action programmes. A judicious blend of activities catering to cognitive, affective and psycho motor domains helps to build different skills and competencies among the student teachers. All the activities conducted by the institution are documented in the form of committee reports and minutes.

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

1.3.2

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

Response:

Theory Subjects: The main objective of the institution is the holistic development of the students. To achieve this goal, the college imparts theoretical as well as practical knowledge to the students. The B.Ed. curriculum has 2 parts, theory and practicum. Theory subjects help students to be familiar with the diversity in school system in India. Courses like Philosophical Foundations of Education (semester 1), Class Room Management, Leadership and Action Research (Semester 2), Learning Assessment (Semester 3), Sociological Foundations of Education, Gender, School and Society (Semester 4) have content that helps students analyses the nuances of different boards. The syllabus at B.Ed., level and M.Ed., level exposes and gives learning experiences regarding contemporary issues and give learning experiences regarding contemporary issues of education gender school and society focusing about national and international issues of education at all levels. While planning the curricular transaction for different courses, care is taken to ensure that the special features, assessment patterns and norms of these Boards are well understood.

Internship Experiences: Internship programme for the students is arranged in schools of Andhra Pradesh State Board. Schools are considered according to the curriculum level of primary, secondary and higher secondary. Students give internship lessons in schools and thus have experience of the curriculum followed. Interaction with the principals and teachers also helps to understand the working of the state board syllabus. Schools are considered according to the curriculum level of primary, secondary and higher secondary.

Resource Talks: Various talks are organized with teachers who are working with schools affiliated to different boards. They share their experiences highlighting the curriculum and evaluation pattern followed. They also share the different methods followed in their schools. The college conducts visit and seminars to various schools to familiarize students with the diversity of school systems in India.

Web Safari of Various Boards: Students are encouraged to visit the official websites of SSC, CBSE, ICSE boards and analyse the various aspects showcased. This helps to get a deeper understanding of the structure, curriculum, activities and working of different boards. The syllabi of different boards are also explored.

Assignments and Activities: The practicum and project works in curriculum makes student teachers as an effective citizen who can influence the society at large with integrity character and discipline. Students also take up assignments and activities to compare the different boards and study the evaluation pattern in different countries thus giving them a wider perspective of the working of different boards.

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

1.3.3

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

Response:

The main objective of the institution is the holistic development of the students. To achieve this goal, the college imparts theoretical as well as practical knowledge to the students. through internship programs, practical lessons, field visits etc. as per the syllabus given by the university.

Morning assembly focuses on the spiritual realm, the divine guidance required for imbibing spiritual quotient. The college believes that an intricate relationship exists between various aspects of the learning assignments. These can help to get ready to enter the professional field with a sense of purpose and confidence to achieve one's goals.

The resolutions made by the college in this direction include:

- **Developing strong link between** : In semester II (4 weeks, in Semester III (8 weeks) & Semester IV (8 weeks) of school internship gives experience in teaching-learning, evaluation and classroom management. Activities based on practical issues for all subjects are undertaken during internship programme.
- **on 21st century teaching and learning skills:** 21st century teaching and learning skills such as critical thinking, collaboration, creativity leadership, motivational skills, time management and communication are emphasized through various curricular and co-curricular activities that include group work, role play, dramatization, small group discussions etc.
- **Multidisciplinary approach is provoked:** Guest Lectures by experts, action research, self-study are the sources to help students engage in the multidisciplinary nature of the B.Ed course
- **Prominence to** : Holistic assessment of students will be done and are exposed to different evaluation tools and techniques.
- **Promoting Reflective Practices:** Reflection is encouraged after lessons and other activities to customise students towards accepting responsibility for one's own improvement in teaching practices.
- **Research Experience:** Student-teachers undertake Action Research on pertinent issues among students and in classrooms and learn how to carry out systematic research to investigate a solution and bring about transformative change.
- **Interaction with the experts** Student teachers are oriented to interact with the experts in different fields during extension lectures which are a part of curricular activities. They help to develop confidence, team work, discipline skills, information literacy, constructive feedback and communication skills.
- **on three domains of Bloom's Taxonomy:** Efforts are made to help students give weightage to the higher objectives of Blooms Taxonomy by including activities for evaluating and creating. Attempts are made to balance the objectives of cognitive, affective and psychomotor domains as this will help to see the interconnectedness of various learning sources.
- **Social commitment through outreach programmes:** Outreach programmes focus on local, national and global needs and are useful to make student teachers aware of their role as architects

of society. Wherever possible the connection with Sustainable Development Goals is emphasized.

- **Focussing on NEP 2020 goals:** With the introduction of NEP 2020, the college has consciously worked towards equipping student teachers with competencies needed to keep NEP 2020 into action. The five pillars of NEP 2020 viz Access, Equity, Quality, Affordability, and Accountability guide the various experiences organized for student-teachers.

The systematic curriculum planning before the commencement of each semester, midterm interventions as per the situation and at the end of semester feedback help to ensure that the various learning engagements augment each other.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted

by the institution comprises the following

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 62.4

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

2.1.2

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

Response: 93.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	68	66	76	61

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

Mechanisms are in place to honour student's diversifier. The student's talents and potential are identified at the time entry level. All students get an opportunity to exhibit their talents in the initial period of their admission. This event indicates their area of strengths and weaknesses. Suitable remedial measures and suggestions will be offered.

Students are admitted to B.Ed. and M.Ed. programs based on their performance in the Common Entrance Test (CET), conducted by APEDCET for B.Ed. candidates and ANUPGCET for M.Ed. candidates. To identify their initial learning needs, the college evaluates their graduation/post-graduation scores, CET scores, and English Language Test (ELCT) results. Additionally, one-on-one interactions with students provide insights into their communication skills.

Students also complete a self-disclosure survey highlighting their strengths and areas for improvement. Before starting their internship, they undergo a content enrichment course and present lessons in peer groups, allowing faculty to assess their teaching skills. This comprehensive evaluation helps identify their learning needs in content mastery, pedagogical skills, and technological competencies, guiding the academic support provided to strengthen their abilities and address any gaps.

Key activities supporting student development include:

1. Content Enrichment Program: This program ensures students master the content needed for their internship lessons through face-to-face interactions, special worksheets, online tests, and materials. The college library provides access to books from different boards, and the library blog offers additional resources for content enrichment.

2. Teaching Skills Development Workshop: In this workshop, students practice essential classroom management skills such as set induction, questioning and probing, chalkboard use, examples, explanation, and learning resource utilization. One-on-one feedback helps students improve these skills.

3. Planning Workshops: These workshops focus on formulating learning outcomes, planning lessons, creating differentiated learning activities, content mapping, and planning effective evaluations. Sample plans are provided to help students grasp the finer aspects of planning.

4. Communication Skills Workshops: Students enhance their communication skills through workshops and by participating in assemblies and anchoring programs.

5. Technological Skills Training: Value-added courses provide intensive training in using technology for research, content clarity, teaching, and evaluation.

6. Research Skills Development: Students learn to formulate research objectives, conduct literature reviews, and plan effective research. Sample research plans are provided to illustrate key concepts.

These activities are spread throughout the first year of the B.Ed. and M.Ed. programs, ensuring students develop a strong foundation in content, pedagogy, technology, and research, which is essential for a successful internship (Observation). If students encounter difficulties, personal mentoring is available to help them overcome challenges. Senior students also mentor newly admitted students, sharing insights on navigating the B.Ed. program successfully.

This systematic three-pronged approach—need analysis, supportive inputs, and mentoring—effectively

identifies and addresses students' learning needs, guiding them toward achieving their academic and professional goals.

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

2.2.2

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

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity 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
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.6

2.2.4.1 Number of mentors in the Institution

Response: 20

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 faculty employs diverse methods to deliver the curriculum, ensuring a comprehensive educational experience for students:

Experiential Learning: This approach is emphasized through internships where students gain first-hand experience in teaching-learning, classroom management, and implementing innovative content delivery

methods. By administering tests and assignments, students grasp evaluation techniques. Interaction with and shadowing of school teachers provide insights into the various responsibilities a teacher must handle. Additionally, outreach programs enable student-teachers to engage with community-focused institutions, further enriching their learning.

Participative Learning: Collaborative activities, including group discussions, seminars, and co-curricular engagements, are central to this approach. Students are encouraged to partake in workshops on diverse topics, fostering a participatory learning environment.

Brainstorming: Integrated into lectures, brainstorming is facilitated both in-person and online through platforms like Jamboard, Ideaboardz, and Padlet, allowing for dynamic idea exchange and creative problem-solving.

Problem-Solving Methodology: This underpins action research projects where students formulate research questions, execute plans, and collect data to address pedagogic challenges effectively.

Focused Group Discussions: These sessions are crucial for dissecting problems, discussing pertinent issues, and reviewing internship experiences, providing students with a well-rounded understanding by examining topics from various perspectives.

Online Mode of Teaching and Learning: The faculty promotes a continuous learning environment through online education. Students are encouraged to engage with MOOCs to expand their knowledge beyond the standard curriculum. Faculty members create MOOCs, utilize Google Classroom as a learning management system, and employ various online tools for interactive learning. Resources are shared through a library blog, and tools like web quests, open educational resources (OERs), and educational videos enhance self-learning.

When designing the curriculum for each course, the faculty incorporates a blend of learning activities to respect learner diversity, emphasizing the connection between theory and practice and reinforcing multidisciplinary integration.

The rationale behind these multimodal learning strategies is rooted in Connectivism, a theory proposed by George Siemens and Stephen Downes, which views knowledge as a network of nodes and connections. Learning, therefore, involves forming connections and navigating through these nodes. The TPACK Model, focusing on Technological, Pedagogical, and Content Knowledge, further motivates the faculty's efforts to ensure multimodal learning.

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

2.3.2

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

Response: 84.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	22	22

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

2.3.3

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

Response: 84.43

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: 179

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Mentoring is a fundamental aspect of the institution's operations, with each faculty member assigned to mentor a group of 6 to 10 students during their internship program. These faculty members, responsible for pedagogy courses, provide guidance across various areas including internal assessments, action research, placement opportunities, participation in self-study courses, co-curricular activities, and community involvement.

Mentoring for Teamwork: Given the diverse sociocultural backgrounds of the students, mentoring focuses on collaboration in team-based co-curricular activities. Students are taught skills such as conflict resolution, active listening, and decision-making to ensure smooth coordination and effective teamwork. This is particularly emphasized during the internship program, where students collaborate on joint initiatives at their internship schools.

Mentoring for Student Diversity: Students are educated on accommodating individual differences, understanding multiple intelligences, and recognizing learners facing challenges. Workshops are organized to facilitate the creation of individualized educational plans and planning for differentiated instruction.

Mentoring for Professional Conduct: Students receive guidance on the appropriate code of conduct within the college, internship schools, and community centers, which includes general instructions on etiquette during the morning assembly. This ensures that they are well-prepared to interact professionally with colleagues and authorities.

Mentoring for Work-Life Balance: Regular life skills training and stress management workshops are conducted to help students balance their home and work responsibilities. The counselling certificate course includes modules that enhance students' ability to maintain a healthy work-life balance. The college's counselling cell provides one-on-one advice for students encountering challenges in balancing work and personal life. Faculty members maintain a strong rapport with students, fostering a supportive environment where students feel comfortable discussing their difficulties and seeking solutions.

Mentoring for Staying Updated in Education and Life: Through interactions with experts, workshops, and guest lectures on topics such as NEP 2020, Artificial Intelligence, Virtual Reality, and Augmented Reality, students are exposed to the latest developments in education. They are encouraged to participate in MOOCs and training offered by organizations like CIET and NCERT to stay informed about contemporary trends in education. The google classroom regularly features e-books and articles on the latest educational advancements.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Teaching learning process nurtures Creativity, Innovativeness, Intellectual and thinking skills, Empathy, Life skills etc. among students.

Response: The college's perspective plan is built on the core values of Commitment to Excellence, Holistic Development, Respect for Diversity, Discovery & Innovation, and Concern for the Environment. These values shape the institution's four key goals: (i) ensuring academic quality, (ii) capacity building for all, (iii) fostering partnerships and community engagement, and (iv) being proactive and committed to innovation.

To achieve these goals, the college integrates creativity, innovativeness, critical thinking, empathy, and life skills into the teaching and learning process. The multimodal approach employed facilitates a range of activities, encouraging discussion and brainstorming to foster critical thinking. Students are encouraged to explore creative methodologies during their internship lessons, while co-curricular activities provide a platform for showcasing creativity. The workshop on TLM would be conducted every year. The senior teachers in the schools and senior Teacher Educators act as resource persons to guide our student teachers in preparing Teaching learning Material. These workshops foster creativity and enthusiasm in the students, Preparation of low cost material help them economically .This innovative practice also helps in their future endeavour. All the activities they do give them hands on experiences and prepare them for their future Vocation. Participation in college-level and inter collegiate activities promotes innovation. The college utilizes ICT to enhance students' creativity and critical thinking. Empathy, community concern, and social issue sensitivity are cultivated through outreach and community initiatives. Problem-solving skills are developed through action research. The problems the students identify in the class would be taken as themes for action research which helps them acquire problem solving ability and critical thinking ability.

Nurturing Creativity through VENTEL Activities: VENTEL (Vocational Education, Nai Talim, and Experiential Learning) activities are incorporated into internship lessons, with each student delivering 6 to 8 lessons based on these activities. These activities focus on local crafts or creating eco-friendly items for daily use, underscoring the connection between education and vocation as emphasized by the NEP 2020. Examples include making craft items from local materials, cycle repair, tailoring, kitchen

gardening, bookbinding, card-making using local art forms, nutritious food preparation, food preservation, and producing eco-friendly neem - based pesticides. This initiative helps student-teachers blend cognitive, psycho motor, and affective domain objectives in their lesson planning and execution, while participating school students develop a respect for work and recognize the connection between their education and the world of work.

The field Engagement and Internship of M.Eds in the local colleges of Education. gave them a broader perspective in collaborative learning. The learning environment in co-Colleges of Education helped them learn and interaction with peers gives a different outlook at the research work too

Nurturing Intellectual and Thinking Skills: Intellectual and thinking skills are foundational to the college’s educational approach, characterized by academic rigor. Various forms of discussions, such as focus group discussions, online discussions, and participative interactions, are integrated into the learning process. Online platforms like Idea Boardz, Padlet, Jamboard, and Parlay Ideas stimulate intellectual discourse. Action research allows students to apply their intellectual skills and devise solutions for identified needs. Students are encouraged to innovate and demonstrate their approaches through lessons and participation in intercollegiate events. The impact of intellectual and thinking skills in the teaching and learning process is reflected in the level of student interaction and the quality of their learning outputs, including lessons, action research projects, and innovative ideas presented.

The activities in the college develop Humane skills in our B.Ed and M.Ed students. Visits to old age homes and spending some time with elders, offering them food and sharing their experiences develop empathy skills. Observation of solidarity Day and the fund raised so, would be given to orphanages. This activity too develops. empathy skills and life skills among them. The value added courses like Communication Skills, Soft Skills, Ethics and Values, Cookery fundamentals etc. develop Soft skills

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
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
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

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

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Selection of Schools for Internship: Schools are chosen based on their student population, the type of board they are affiliated with, and their proximity to the college. Faculty members coordinate with the school principal to arrange an internship schedule that suits both the school and the college.

Orientation for School Headmasters and Teachers: Headmasters and school teachers receive an overview of the internship's nature and the proposed activities. Schools also share their expectations, and the school calendar is considered to ensure that internship activities align with the school's planned initiatives.

Orientation for Students Going for Internship: Faculty in charge of the internship program provide students with guidance on the code of conduct, the number of lessons to be delivered, and assessment responsibilities. Students are also advised on effectively engaging students during proxy lectures. Additionally, students are informed about the child protection policies implemented by the schools.

Defining the Role of College Faculty: College faculty have well-defined responsibilities, including mentoring internship students, preparing their timetables, and overseeing all internship activities. A faculty supervisor evaluates each lesson and provides detailed feedback. School teachers also assess some lessons to offer comprehensive feedback. Each student teacher is assigned a school teacher mentor who guides them on school documentation processes and other academic and professional duties.

Streamlining Modes of Assessment: Lesson assessments are conducted by teacher educators, with some lessons also evaluated by school teachers. All assessments use structured tools, including descriptive rating scales, and a comprehensive evaluation is conducted at the end of the internship program.

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

2.4.9

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

Response: 4.71

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

Response: 17

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
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institution carefully plans to send students for internship program. After getting the permission of the DEO, the schools are finalized depending on the need. The house addresses of the students are considered to allot them to the nearby schools of their vicinity. Hostel students are sent to schools which are around the college. Care is taken to allot students of all methodologies to all schools. The intention is to help the students to have exposure and get the help in all subjects. Each school is allotted with 5 to 12 students. They are oriented towards their internship programme by their respective teacher educators, and are given all necessary documents before they leave. To have an effective monitoring mechanisms, the institution suggests the Teacher Educators, Headmasters, Teachers, and their peers to give appropriate directions and feedbacks.

Role of Teacher Educators: They assist the student teachers in the concept division, planning period plan and assessment tools. Before the ST leave for internship, they get demonstration lessons from teacher educators and that would help them do well in the schools. During the internship program, teacher educators visit the schools now and then and see their progress. If any doubts arise the Students teachers get them clarified, then and there. All necessary inputs would be given. Teacher educators also meet H. Ms and teachers and get feedback about their students' performance.

School Headmasters: School Headmasters monitor the entire work of Student teachers right from their entry level to exit. They monitor the discipline, punctuality, regularity completion of class schedule, substitution classes allotted, participating in school programs etc. attendance sheet provided by the college would be with the H.M and every student teacher goes and signs before him. If necessary, he grants C.L. for a day or two.

School Teachers: the student teachers as soon as they report to the Headmaster, approaches the teachers concerned. The master teachers assign the lessons to the Students teachers and they plan teach the same. While the student teachers subject concerned teachers observe their teaching and write comments and correct them if necessary. The division of lessons into periods, number of classes to be allotted for specific activities, how to give home works that could encourage active participation conducting unit and slip tests, monitoring the class during tests etc. would be done under the supervision of the teachers. Finally, grades would be allotted to them by the teachers.

Role of Peers: student teachers who are assigned to a particular school would help one another in the work. They share ideas, give suggestions to one another, help among themselves in the preparation of TLM, share their work and they will have emotional academic and physical support among themselves.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 38.46

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

Response: 10

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

2.5.3

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

Response: 15.46

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

Response: 402

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The college has several major initiatives aimed at ensuring the personal and professional development of its teaching staff:

1. In-House Discussions: Staff meetings are used as a platform for discussions on how to enhance learning and teaching programs. These discussions also cover the latest trends in emerging educational areas.

2. Professional Specialization: The faculty conducts an in-depth study of teaching as a profession, identifying specialized areas for development. This includes revisiting the thrust areas outlined in the National Education Policy (NEP) 2020 for appraisal.

3. Seminars and Capacity Building: Faculty members organize seminars, webinars, and capacity-building sessions tailored to areas of interest and need for the staff.

4. Collective Efforts: The faculty works in alignment with the resolutions made by the Internal Quality Assurance Cell (IQAC) members, focusing on personal and institutional growth.

5. Participation in Development Programs: Faculty members not only organize but also actively participate in seminars, webinars, workshops, and other faculty development programs to enhance their skills.

6. Consultancy and Advisory Roles: Faculty members hold esteemed positions in consultancy and advisory services in reputed schools, colleges, and NGOs, which provides opportunities for mutual intellectual growth.

7. Research Projects: Faculty members have completed minor and major research projects funded by bodies like the Indian Council of Social Science Research (ICSSR), University Grants Commission (UGC), and the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNT). They continue to apply for new projects as opportunities arise.

Through these initiatives, the college ensures that its teaching staff remain at the forefront of educational development, fostering a culture of continuous learning and improvement.

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

2.6 Evaluation Process

2.6.1

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

Response:

As a training program, B.Ed. emphasizes the continuous internal evaluation of student learning. This internal assessment encompasses various elements, including micro-teaching practice classes, teaching practice sessions, internal tests, slip tests, content tests, classroom participation and performance, and participation in extracurricular activities. All trainees are required to submit records of their activities and other relevant documentation for internal evaluation before proceeding to external evaluation. Additionally, certain projects are based on community work and action research.

The assessment of student teachers' teaching skills is conducted in two phases. During micro-teaching sessions, the teacher educator closely observes the student teachers, provides feedback, and assigns grades. The same procedure is followed during practice teaching sessions.

For theoretical knowledge, two mandatory internal tests are conducted each semester. These are teacher-made tests, with question papers prepared by the lecturers and administered systematically. Comprehensive feedback is provided, with mistakes highlighted for improvement. In addition to these formal tests, slip tests may also be conducted at the discretion of each lecturer.

1. Maintenance of Internal Marks Register: Internal assessment marks will be entered into personal as well as consolidated marks register and they are maintained regularly. Answer scripts would be given to students after correction with feedback and marks obtained.

2. Feedback: Timely feedback would be given as the scripts would be valued within a week. Personally they will be talked about their lapses. While assessing their skills in activities like group discussions their group performance would be assessed.

3. Improvement Measures: Provision for improvement opportunities would be given during micro teaching session. The skill can be practiced in teach and re teach sessions till perfection is achieved. As repeated tests are there in theory, it is an opportunity to students to get more marks if they fail in on test.

4. Remedial Classes: Remedial teaching would be done for slow learner's personal guidance and support would be offered while writing lesson plans.

5. Bilingual Answering: Provision of answering bilingually is given to student teachers. Except English methodology paper, all other courses can be written bilingually. Even during practice teaching and micro teaching students can opt their medium of teaching.

Furthermore, the evaluation process takes into account the students' classroom behavior, punctuality, participation, and overall performance.

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
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

The mechanism of the college to deal with examination related grievances is transparent, time bound and efficient. The students are free to approach the lecturers, principal and the management to redress their examination related grievances. If student is not comfortable to approach any one, they drop their grievance with the grievance redressal cell or suggestion box which is available in the college. The objective is to respect each grievant and respond for timely solution.

Procedure to redress grievance with respect to External assessment:

If any student feels that her marks are not just, she can apply for re-valuation, by following set norms. A candidate who fails in the theory part of the examination maybe allowed to re-appear either in the concerned in the theory course or in all the theory courses. Any candidate who wants to go for improvement of marks can also apply and take the exam again.

Procedure to redress grievance with respect to Internal assessment:

In internal tests also, if any of the students have difficulty to take the test in the scheduled time, they will be given one more opportunity to take the exam. Students found with attendance shortage too can avail the colleges grievance process. Genuine cases are considered, addressed and resolved. When a teacher educator gets a grievance from any of the students, she immediately brings it to the notice of the principal and tries to suggest a possible solution. All faculty are always very approachable and considerate in solving the issues of student-teachers.

During the pandemic instead of offline exams, online exams were conducted. At that time if students faced problem with connectivity or power problem or any other genuine problem they were permitted to take exam at later time.

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

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

Response:

Before the commencement of the academic year, the institution prepares an academic calendar, considering university calendar events. It contains all relevant information regarding the teaching-learning schedule, various events, teachings more specially internal test dates, Sem end exam dates, submission of records etc. Internship and practice teaching are followed as scheduled and assessment also will be done during those programs. The internal examinations would be conducted as per the schedule and assessment also would be done with in week after conducting the exams. Teachers ensure transparency and accountability of the conduct of internal evaluation.

Faculty members enjoy autonomy in cracting question papers, determining formats, content and approaches for assessments. During the pandemic faculty members diversified internal assessment methods to maintain quality under challenging circumstances.

Internal assessment related to internship and activity based records:

Internship programs are scheduled at different levels to assess the student teachers progress and improvement in teaching skills. Now and then the schedules likely to be deviated on the request from the co-operating schools. According to the school formative tests schedule and other activities internship dates and assessment also would be changed. The in house teaching programs for peer teaching and innovative teaching are adhered to the schedule.

Students participation in competitions, curricular activities, festivals, fests, class room teaching, behavior, punctuality, regularity etc. are taken into consideration throughout the year.

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

2.7 Student Performance and Learning Outcomes**2.7.1**

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

Response:

The institution follows the common core as per the university norms. The curriculum was implemented based on the learning outcomes in line with the vision and mission of the college.

The teaching learning process of the institution is student centric with experimental, participatory learning, problem solving and other emerging pedagogical approaches. The essence of teaching lies in

the art of convincing the learner through an interactive process. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioral changes defined in the course outcome (CLO) are mapped to program outcome (PLO) to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skills and attitude to be developed and mapped to program outcome.

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

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

Teaching practice sessions conducted in hours as peer teaching, innovative teaching and internship prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at all levels of teaching.

Few courses in Swayam, and MOOCS were planned and implemented and are incorporated into the evaluation process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	87	99	86	79

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
Any additional information	View Document
Link for additional information	View Document

2.7.3

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

Response:

Concept attainment builds up the nurturing effect among student's teachers. Learning tasks through the course for PG and UG are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead to meta- cognition. This is the complex process emphasized in core papers. Specific rubrics are prepared to pinpoint the observation forwards professional standards expected from them. Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, empathy skills and all higher order thinking activities practiced during internships are evidences of learning outcomes of professional and personal attributes. exposure to special school visits and door to door survey for developing a positive community life for children with special needs.

Learning takes involve concept writing, mind mapping, recreational activities etc. are applied to engage with content, accelerate designing learning takes at levels of preparation in documenting students' progress towards attaining PLOs with weightage for practical in the program outcome. The projects involved in each of the semester is a rich source of learning beyond textbooks. The peer teaching sessions are in concurrence with PLOs which are monitored.

The activities under co scholastic domain and certificate courses are graded in the add on certificate, which reflects student's professional choice.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 78.75

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

Response: 63

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
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Identification of Student Needs: Students are admitted to the B.Ed. course based on their CET scores and performance in the ELCT (English Language Competency Test). Upon admission, they complete a self-disclosure tool to identify their needs and expectations from the course. The analysis of these results assists in planning activities that address their needs, which are categorized as (i) pedagogical needs, (ii) content-based needs, and (iii) technological needs.

Catering to Identified Needs: Curriculum planning meetings consider the learning needs highlighted by the self-disclosure tool. Activities, workshops, and value-added courses are aligned with these needs. Previous courses may be repeated with modified content to better address student needs. For instance, a

value-added course on Communication Skills was introduced after initial interactions and self-disclosure responses indicated a deficiency in robust communication skills among some students. Faculty members responsible for co-curricular activities provide individual practice sessions for student-led assemblies.

Assessing Students Based on Initially Identified Needs: Generally, the needs identified are of three types:

1. Pedagogical Needs: These needs relate to the student teacher's ability to engage in meaningful student-teacher interactions, manage the class, cater to diverse learners, plan and incorporate engaging teaching techniques, and assess student learning. The fulfillment of these needs is evaluated through observation and assessment of internship lessons. Most students report that these needs are adequately met, as evidenced by scores above 60% in this area. Student feedback on internships in Semesters 2, 3, and 4 is highly positive, indicating noticeable improvement in their pedagogical skills.

2. Content-Based Needs: These needs pertain to mastery of content in the chosen pedagogy subjects. They are addressed during content enrichment workshops and lesson planning or coaching for internships. The results of content tests and the content mastery displayed during internship lessons reflect the achievement of these needs.

3. Technological Needs: These needs involve the use of ICT in all curricular and co-curricular activities of the B.Ed. program. Value-added courses and workshops on contemporary trends in educational technology ensure these needs are met. Assessment tasks in this area include evaluating the e-resources created by students. Students' use of ICT during internships, assemblies, action research, and assignments indicates that their technological needs are well addressed.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	1

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 2.91

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)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4.00000	2.36000	8.18540

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

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

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

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

3.2 Research Publications

3.2.1

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

Response: 3.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	14	9	36

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	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: 2.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	14	10	28

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
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 4.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	2	1	3

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:** 93.14**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
175	174	190	192	165

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

3.3.3

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

Response: 93.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
175	174	190	192	165

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

3.3.4

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

Response:

St. Joseph's College of Education for Women, Guntur is striving very hard to live by its motto 'Love, Joy and Service.' Several Outreach activities are conducted in the college to sensitize students to social issues and community development. Student teachers are provided with ample opportunities to participate fully in the outreaching activities. The fundamental goal of social activities is to foster empathy and a sense of responsibility for society. These programmes were conducted in collaboration with NGOs like Jeevan Sadan, St. Ann's Manovikas, JMJ Social Service Organisation. The outreach programmes include the following:

1. Visits to orphanages, homes for the aged and institutions working with the differently abled
2. Efforts to dispose plastic in safe manner and minimize the one time use of plastic
3. Collection of funds for the for the poor and needy

- 4.Collection of food grains for the people from marginalized areas
- 5.Celebrating all National events and festivals in transmitting Indian culture
- 6.ObservingCommunal Harmony week for the students from local colleges of education and conducting different activities and competitions in singing, dance, drama, painting, creative writing, Elocution and essay writing.
- 7.Visits to slums help our students understand their culture, habits and style of living.
- 8.Activities focusing on yoga, physical exercise, and meditation are conducted for mental health
- 9.Under social activities the college organizes programs like “Tree Plantation, Swachh Bharat Abhiyan, Blood Donation Camp, Plastic collection drive”

As a part of the outreach activities, the students made a visit to the Mano Vikas Kendra – a school for mentally retarded children, and observed their psychological functions and behavior. The students also observed the services rendered by the nuns to those children with special needs. They visited Nirmal Hruday – an old age home run by the nuns, and observed the old people and also entertained them sportively. Solidarity day was observed to raise funds to help the poor and needy. On that day, several games were conducted for the students with a nominal fee and food courts were organized by the students from where everybody bought food items. The money collected through all these activities was sent to an orphanage. Clothes, food and some accessories had been distributed among the poor, and some mentally retarded children, and the sick were given fruits. Working with the differently abled has helped to develop patience and a spirit of inclusivity. These activities enable the student teachers sensitize to the needs of differently abled persons, institutions and the poor and needy. Our students work as volunteers in conducting competitive exams in local schools.

As 2020-21 being the year of pandemic, the classes were taken mostly online, three webinars were conducted, one on Early Child Care Education on 24.09.2020 and another on Innovative Methods and Techniques of teaching in the secondary and Higher Education on 12th-14th October 2020 and the third webinar on NEP 2020.

Our students has the opportunity to go for communal survey to nearby Villages, to know the problems faced by them in the aspects like, Health, Nutrition, Cleanliness of the Surroundings and to help them by explaining the healthy ways to overcome diseases and also by distributing groceries.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**Response:** 22**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	4	2	3

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

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response:** 8**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

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
Link for additional information	View Document

3.4.2

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

Response: 21

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: 21

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

3.4.3

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

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

Response: A. All of the above

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

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:

The institution has the physical infrastructure for teaching learning strictly as per the Norms of NCTE and Acharya Nagarjuna University. The environment is secure, lush green and Eco - friendly. The college is situated in 1.54 Acres. The facilities available in the college include the following.

Classrooms:

The institution has spacious, well equipped, well ventilated classrooms with LCD Projectors and Wi-Fi connection. Adequate smart classrooms for tutorial are Present.

Laboratories:

The institution has well equipped laboratories for all methodology subjects, to conduct experiments. Labs for Educational technology, Psychology, Art and curriculum resource Centre are well furnished. Additional facilities are available to address content beyond syllabus, projects and Research activities.

Seminar halls:

The institution has 5 seminar halls to conduct seminars, conferences, guest lectures and workshops. Seminar halls are equipped with LCD projectors, Wi-Fi connectivity and are air conditioned with seating capacity ranging from 150 to 200.

Library:

There is a well equipped library in the college which has a rich collection of books, journals and e-resources covering B.Ed and M.Ed syllabus as well as reference books in various subjects. It has a reference Section and "SOUL" 2.0 Software facility. Staff and students are able to access online journals and E-Books.

Computing Equipment:

There are 117 computers available within the institution. All the important Sections of Administration, office, library, computer lab, and Language lab and research Centre are equipped with the computer and Network facility.

Games and Sports:

The college has adequate area, facility and equipment for various outdoor and indoor games and sports.

Fitness Centre & Equipment:

A well furnished gymnasium with 2 tread mills, 2 twisters, 1 cycle, 8 Well Furnished multi staged Gym equipment, 1 stepper and abdominal Gym Benches are available.

Hostel Facility:

The College hostel is Permanently Affiliated to Nagarjuna University that can accommodate 200 students. As hostel is within the campus the girl students are assured safety and security.

Support Facilities:

We have a fresh water plant to cater to the needs of both staff and students. Solar plant is installed to use it as an alternate source of energy. A wide Spread play ground is available to conduct assembly, other activities and a separate zone for vehicle parking. Fire alarming system and fire extinguishers in all blocks of the building is distinguishable.

Both the staff and students have separate Bio Metric devices to register their attendance. The college has a sick room with beds to attend the immediate needs of the staff and students. It has a canteen to provide refreshments with subsidized rate. An open air auditorium serves to conduct Annual day and other public functions.

The Principal chamber, office room, Administrator room, examination cell, 4 staff rooms and guest room are available. Our model School, St. Joseph's High School is a Private aided in which we associate for teaching practice.

Special Features:

- **Grievance Cell**
- **Guidance and Counseling Cell**
- **Placement Cell**
- **CC Camera Surveillance with Intercom Facility**
- **Incubation Centre**
- **Student Development Centre**
- **Digital Studio**
- **Curriculum Resource Centre**
- **RTI Cell**
- **Suggestion, Complain, May I help you Boxes**

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	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: 84.62

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

Response: 11

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

Response: 13

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	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

Response: 20.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.99873	2.12828	0.99593	1.54474	11.19847

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library as a learning Resource

The college Library is very spacious Wi-Fi-enabled and has seating capacity of 200 users. It has richest collection of books, Journals, Back Volumes, Encyclopedias, Biographies subject and general Dictionaries, CD RAM's, Videos, e-Resources, Theses, Dissertations and is located in the 2nd floor in a very spacious Hall. It has a collection of more than 38,268 books which include Text books, General books, Reference books, Periodicals and Daily News Papers. It subscribes 36 Indian and Foreign Journals and 5 daily news papers every year. All the students and faculty members have for membership of the Library. College Library also offers to external members (Research Scholars) to refer books who are pursuing their Higher education. Regular students take the books on their Library card .The Library collection includes various resources on various fields of education and Research. The Library is digitalized and entries are done through bar code. Library is using SOUL software. The Library provides following services:

- The library follows an open access system
- Reference services
- Circulation services (Issue/return etc?)
- Catalogue (Web OPAC) for documents available in the Library
- Bibliographic Instruction
- Project assistance

The Library being the most important of the teaching- learning process and the ever expanding need of the institution, management always try to provide all the required material. Stock register is maintained in the Library. The Library remains open from 10.00 to 5.00 pm on all working days. The students of the college access the Library resources to enhance their knowledge.

The library has been fully automated since 2013 with its flagship SOFTWARE SOUL -2U which

provides efficient library routine work by using Barcode technology. All the news paper-documentation related to education institutional press release, Journal article documentation and research tools are collected and managed using the caliber –cross platform open source suit of E-booksoftware we have the access for the IN-FLIB-NET,N-List database and some collections of E- Books are maintained from the open and free sources by using the caliber -cross platform open source suit for E- Book software.

Record Keeping:

A record of all users of the library, record of books and book transactions is maintained.

Tracking frequent users:

The college offers incentives to the students who make the best use of the library. The library management systems helps to identify such users.

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:

Remote Access to Library:

The Remote Access to Library services at our college extends the reach of the college's library resources beyond the physical campus. This service is designed to provide students, faculty, and staff with convenient, on-demand access to a vast array of digital resources and library services, supporting their academic and research needs from anywhere at any time.

Our college library contains books on all branches of knowledge, magazines, periodicals and reference books etc.

The library has an E-Resources access unit that caters to the needs of students in accessing the internet. It is equipped with 14 desktop computers. Students use this extensively to access E-Resources for their on line based assignments. The E-resources unit in the library is integrated with library Management software through which students will be able to access the digital collection of the college library. The collection includes question bank, theses,abstracts, Research tools, Competitive exam material.

N-LIST :- The college library has subscribed to the project entitled “National –Library and information services infrastructure for Scholarly Content (N-LIST) provided by INFLIBNET Centre, an initiative of MHRD through this we have registered all the staff, students, scholars and department have obtained and provided the individual Login ID and Password to the access the subscribed E-Resources remotely from the N-List platform.

The library has a collection of 38,268 books, 45 journals both National and International and CD’S and DVD’s .Dewey Decimal classificationsystem is followed for the, management of the books.

Special Features:

Automation:The collections of books is computerized

Online Journals: Staff and studentscan access more than 2000 E –Journals and 5000 E-Books under the N-list programme of INFLIB-NET. A link is provided for free E-resources and E-Journals.

We ensure that all the members of the college community access library resources regardless of their location.

We provide seamless and easy access to digital resources to enhance the learning and research experience and make the content resources available through digital collections and online databases.

Digital Collections: We provide access to a wide range of digital resources, including e-books, e-journals, research papers, and online databases.

Library Catalog: Offering an online catalog that allows users to search for and locate books, articles, and other resources available in the library’s physical and digital collections is an unique feature

We provide online assistance and support for using digital resources, including tutorials, FAQs, and helpdesk services.

A user-friendly online portal where students and faculty can log in to access digital resources and library services, and secure authentication to ensure that only authorized users access the library's digital resources.

Technical support team assists users with accessing and navigating digital resources and resolving any issues that arises.

By leveraging digital technologies, the library ensures that students and faculty have the tools they need to succeed academically and professionally, regardless of their physical location. This service not only enhances the efficiency and effectiveness of research and learning but also underscores the college's commitment to providing comprehensive support for its community’s academic endeavors.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.25629	0.20200	0.22700	0.25629	0.09800

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

4.2.5

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

Response: 63.28

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: 2426

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: 2827

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: 3321

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: 4284

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: 2203

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

4.2.6

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

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

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Infrastructure

There are different digital technological facilities available in the college .The institutional provides IT facilities including WIFI to Computer lab, languagelab, seminar halls, smart class rooms, Library and administrative office. All of them are well equipped with the internet connectivity to help students,

faculty and administrative employee to carry out their academic and other responsibilities smoothly. There is an open access to WI-FI connectivity for all students and staff members. The different educational websites are shown to the students with the help of digital devices. CCTV is installed in the College. The IT structure is well repaired and maintained from time to time. Regular updating of Software and antivirus etc is also taken into consideration from time to time. The College Website is monitored and updated regularly.

Lotus App software is adopted for admission, payment of fees and other payments, administrative staff are trained to handle new software and online procedures.

Internet facility and Wi-Fi connections are made available in classrooms, library, staffrooms, seminarhalls, Auditorium and conference halls. The Wi-Fi connection is form ion Broad band internet and solar energy support .The Library is automated with Soul 2.0 package and “N-List”.

The office is furnished with high configured systems, connected with internet and Wi-Fi and has bio metric systems upgraded as per the requirement of the college.

Library : There are computers available for the librarian, student teachers and for Research scholars to access to E- resources with internet and Wi-Fi connection.

Computer Lab:it has a server and 50 systems with internet connection.

Education Technology Lab:ET Lab is equipped with over Head Projector (OHP), shuts LCD projector and other Audio Visual equipment. Class rooms have smart boards, LCD projector screen and Audio system for teaching learning purpose. ION internet connectionis connected to principal's office, staff rooms, and Library and computer lab.Power point presentations, Seminars and assignments are possible through the ICT facilities. ACT fiber net is made available for its speed and configuration.

Language Lab : Language Lab has 40 computers and “SKY” pronunciationsuit software used to develop correct pronunciationand communications ability of the students.

The computer used by the librarian for entry of the issued books is equipped with library management software.

The maintainece of computer is generally done in the semester breaks.The CCTV Cameras are also checked periodically to ensure proper working.The biometric system installed for marking the attendance is regularly checked by the technician. Reports for the same are generated by the administrative staff.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 1.81

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
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

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
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 75.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.89590	8.30139	4.70551	16.61969	23.97720

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
Any additional information	View Document
Link for additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities -

laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Maintaining and utilizing physical, academic and support facilities in a college is crucial for creating a conducive learning environment. Effective policies and procedures of our college ensure that these facilities remain in optimal condition and are used efficiently.

Physical Facilities:

We have in our policy facilities for maintenance which is structured and scheduled to keep the college facilities in top shape. This includes periodic inspections, routine cleaning, and timely repairs to prevent any major issues.

Unexpected problems are attended promptly and we take up emergency repair to address its urgent issues swiftly, minimizing disruption to academic and support activities.

We assure Quality Assurance which ensures maintenance work that meets high standards, involving regular audits and inspections to verify that all facilities are safe and functional.

Academic Facilities

Classrooms and lecture halls are the heart of our institution. Our policy dictates regular checks for lighting, seating, and AV equipment to facilitate effective teaching and learning.

Laboratories require specialized maintenance due to the nature of their use. Safety protocols, equipment calibration, and regular cleaning are made part of the standard procedures.

Our Library is a calm, well-maintained environment. Policies include managing book inventories, ensuring internet access, and maintaining a quiet atmosphere conducive to study and refer.

Support Facilities

Clean and hygienic areas are maintained by regular sanitation, food, safety checks, and maintenance of kitchen equipment which are critical components of the policies.

Recreational facilities like gyms and sports fields are maintained to encourage physical activity among students which includes regular equipment checks and ensuring of safety standards.

Health and wellness centres are made accessible and well-equipped. Policies cover regular cleaning, maintaining medical supplies, and ensuring privacy and confidentiality for users.

Ensuring accessibility like ramps, restrooms for all students and staff to accommodate everyone is paramount of the institution.

Clear guideline given to help for the proper use of facilities. These guidelines outline dos' and don'ts to maintain order and prevent misuse.

Surveillance systems installed help in observing the activities and ensure safety. Policies include the placement of cameras and regular monitoring to deter any misconduct.

Adhering to health and safety regulations is non-negotiable. This includes proper signage, safety equipment, and regular training for staff and students.

Energy-efficient practices, effective waste management systems, Green campus initiatives they all help in reducing the carbon footprint. Use of LED lighting, energy-efficient appliances, and promoting conservation practices are boon of the institution. Tree planting, maintaining green spaces, and promoting eco-friendly practices are part of the sustainability efforts.

IT Support Services, Wi-Fi and Network Access which are reliable and access are given for modern education. Classroom technology such as projectors, smart boards, and computers are regularly maintained and updated to support interactive learning.

Reporting Issues, Regular Surveys and Feedback Mechanisms, Policy Review and Updates, leading to better management.

Maintenance of Funds, Resource Management, and Cost-Efficiency Strategies resources judiciously, negotiating better deals with suppliers, and avoiding wastage.

Collaboration and Coordination with Administrative Staff, External Contractors, involvement of Students and Faculty, documentation and Record Keeping are our distinctive features.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9.Canteen**
10.Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more 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: 80.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	63	80	74	60

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 12.5**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 10

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 2.78**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	1	2	3

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

5.3 Student Participation and Activities

5.3.1

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

Response:

St. Joseph's College of Education for Women, Guntur, student council plays a vital role in academic and Co-curricular activities which are carried on throughout the year. The student council engages itself and eases the student's representation in multiple activities. The college takes into consideration the views of the student council through the IQAC meeting. The college acts transparently, placing the students in different committees like sports, cultural, library, IQAC, grievance and Redressal, placement cell, discipline, etc.

The formation of the student council follows a fixed process and acts under the guidance of the principal. The date of the election is announced by the principal in consultation with the student body before one day. The office bearers and class representatives are proposed and later elected by the student body as per the norms. The purpose of the constitution of student council is to make students partners of the administration process that enhances their leadership and organization skills.

Objectives of the student council

- To represent and work for the betterment of college student body in cooperation with the staff and the management.
- To be the instruments of communication between students, management in matters administration and welfare.
- To promote a conducive atmosphere to personal and educational development.
- To promote a friendly atmosphere among the students.

- To notify the issues and represent the views of the students to the college management and help resolve them.

The student's council takes an active part in the organizational and administrative concerns of the college like:-

1. It acts like a bridge between Student body, faculty and the administrators.
2. It supports the initiatives taken by the management in the areas of recruitment and maintenance of cleanliness on the college premises.
3. It brings awareness in the student body about various curricular and co-curricular activities like organizing intercollegiate competitions, drafting the entries of the cultural programme participants and sending the registration forms to concerned colleges etc.
4. It takes active participation in the academic matters of organizing different committees regarding the allotment of internship in different schools and brings the related problems to the notice of the faculty in-charge.
5. It gets involved in organizational matters of seminars, workshops, conferences etc. after detailed discussions with the management.
6. The student council takes the initiative to arrange and organize various events in the college such as picnics, excursions, celebrations of national festivals and local cultural festivals and other significant days.
7. It plays an active role in collaboration with the other representatives of all the committees like the sports, library, cultural and research Committee etc.

The principal who acts as the chairperson of the students council invites them to take part in the regular meetings of the college to discuss and offer their valuable suggestions, contributions and feedback. The chairperson decentralizes the power of decision making and advises the student's council to discharge the same following discipline, dignity and protocol following the guidelines of the institution.

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

5.3.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	7	11	9

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:

St. Joseph's ALMA - the Alumnae association of St. Joseph's College of education for women, Guntur, has been functioning actively ever since 1950. It has been structured from the Golden Jubilee of the institution in 1996. The Alumni association executive body consists of 9 members and all of them are old students of the college while some are working presently as faculty in the college and the rest of them working elsewhere. Among the 9 president, vice president, secretary, joint secretary, treasurer, and the rest are the executive members. The association in the college is the backbone of the alumnae members. It extends a great deal of support to the ongoing students in building up career related activities, quality enhancements in the field of education and the related extension services.

The role of the Alumnae association:

This association not only serves as a bridge linking past students with their alma mater but also contributes significantly to the growth and development of the college and its current students.

1. It calls for and runs the association meetings with efficacy and efficiency. 2. To act as a signatory for the committee for all purposes. 3. Serve as a spokesperson for the committee when required. 4. Represent the committee and the college in matters relevant to thank association. 5. To submit report to the committee.

The formation of Alumni Association is to foster mutually beneficial relationships between the institution and its Alumnae. The regular meetings of the association are conducted periodically. The potential achievers among in-service teachers of the association members are invited whenever a new domain of knowledge explosion must be debated are discussed analytically. The updated pedagogical innovations and practices which evolve either from the government side are from otherwise are experimented together with the college faculty in the classrooms for better authentic results. Periodically Alumni's reflection is associated for obtaining current validity of the newly structured lesson plan, advanced methods and blueprint administered by student teachers in the schools. The combined outcome of the shared experiences, exchanged views, suggestions and academics related contributions are welcomed to be constant support towards the growth in updating curriculum process, teaching-learning material (TLM), assessment techniques etc.

The college also invites the views of the Alumnae members working in various capacities to provide guidance about the recent updates and trends related to the academics of teaching profession. The association members also enlighten the ongoing students about the expectations, demands of the management, parents, the students and the professional challenges involved and needed to face by an average teacher in this advanced technological world and the ways and means of confronting them as a teacher based on their practical field experiences. They take utmost care to intimate the student teachers the placement opportunities that the association members are aware of. At times, the college invites the highly accomplished among the Alumni association members to give lectures regarding the pre internship, personality development, skills to face the interviews, preparation of resume, spoken English etc.

All the outgoing students of the college enroll themselves in the St. Joseph's ALMA with a membership fee. They contribute financial support to organize community engagement programs, to facilitate guest lectures and strategies to promote attitude towards self/others and develop assessment rubrics, publishing the students' ideas in the house journal and various other activities like seminars, workshops and outreach programs like visiting old age homes, slums, etc. Also, the association members who are economically sound, keep extending financial support to the institution intending to assist the below socio-economic level students in the form of scholarship, prizes, medals, donations and gifts and to encourage the talented students in various fields.

Empowerment of women has been the strong underlying thematic vision of St. Joseph's College of Education ever since its inception. As all are aware of the given pathetic situation of women until recent past even now, though largely different compared with the past. The women were treated like a home bound slaves & supposed to follow strictly the terms and conditions of the physically dominant male, an object of pleasure to be made use of, despite possessing the immense potential equivalent to anybody in accomplishing the targets of any sort and any field. Therefore, realizing this fact decades back, JMJ congregation started St. Joseph's college of Education for women in Guntur that has been endeavoring to empower women being a humble instrument of God, following the footsteps of its founder Matthias

Wolff.

In this context Alumnae conducted a significant event on 21st June as it was an international yoga day. Mr. Chandrasekhar, a yoga guru, was invited to show basic yoga exercises to our alumni to improve their physical and mental health. Later, guest lecture was also arranged for the students and teachers about memory and retention techniques was carried out by Prof. P. Adam Paul from MANU, Darbhanga, Bihar and Prof. T. Ravikanth from the central University of South Bihar.

We conduct a workshop on the theme “Equipping teachers with Guidance and Counseling Techniques” in which government teachers, in-house students along with the Alumnae members participated. Resource persons Dr.Saroja a Psychologist conducted a technical session various techniques like Cognitive Behavior Therapy (CBT), Reality/Rational Emotional Therapy (RET), humanistic therapy, etc. Dr.T.D.Vimala an adjacent professor and head of the department of psychology working at ANU interacted with students conducting group discussions on substance abuse, De- addiction techniques, Social and personal skills to manage the abuse of drugs etc., Practical sessions were conducted on study habits and memory techniques. their involvement excited the participants.

To give a concise picture of the Alumnae activities and the services, they can be classified into multi-fold

- Motivating the students
- Organizing of various activities other than the classroom activities
- Student mentoring
- Financial contribution by the Alumnae
- Placement advice, information and support
- Women empowerment etc.

By maintaining strong connections with alumni, they support current students, contributing to the college's growth, the association plays a crucial role in the continuous evolution and success of the institution.

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

5.4.2

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any 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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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:

St. Joseph's ALMA-The alumnae association of St. Joseph's College of education for women, Guntur, has been functioning actively ever since the establishment and effectively from the occasion of Golden Jubilee of the institution in 1996. Right from its inception the college has a unique mechanism through which the alumnae association acts as an effective support system to our institution in motivating and nurturing the unique talents.

Our alumnae association members meet the fresher's regularly in the beginning of the course every year and give them an orientation by sharing their useful, significant and effective experiences of their college days that it may help them to be at ease in every given situation that they may come across in the prospective professional career. They also motivate the new students by giving their experiential feedback regarding the quality of teaching learning courses and the training on the input sessions given by the dedicated college faculty.

The college facilitates and calls for regular meetings of the alumnae association periodically to debate and discuss analytically the new updates in the field of education. The outcome of the meeting is shared with students and the explain the scope for higher education and the employment opportunities are assisted by the alumnae association member's field-based practical experiences that can be viewed and defined as the richest asset contribution to our college. The management also makes use of the services of the alumnae association effectively in multifold manner as follows,

- To provide experience based lectures to motivate the students.
- To find internship and recruitment opportunities to the fresh graduates.
- To act as judges in cultural, sports and other competitions held in the college on different occasions.
- To provide guidance for NET, SET, TET, and M. ED.etc.
- To establish the network among the alumnae & provide information related to job opportunities.
- To give potential suggestions and recommendations towards building useful strategies, to promote attitudinal changes towards oneself and others with regard to the management of cordial and official relations.

- To act as the brand ambassadors in the process of admissions.
- To evaluate, access and publish their ideas in the college magazine that are useful to the students.
- To communicate regularly through social media regarding the job notifications.
- To act as volunteers and render their services when the major events are held in the college.
- To update and guide the ongoing batch of students regarding the scholarships and the placement opportunities in different institutions.
- To help and guide the students to crack the job interviews or the competitive examinations.
- To donate the useful books to the library, scholarships to the for students and medals or gifts to the winners of different competitions like music, essay writing, debate, general knowledge, cultural activities, or sports competitions, depending upon their willingness and their ability to do so.
- To maintain the updated and current information of all Alumnae members.
- To arrange and collect funds for the deveiopment of the 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:

St. Joseph's College of Education for Women believes in effective leadership and participatory governance that aligns with its vision and mission.

The Institution embodies a **value-based education** system with the motto of **“LOVE JOY AND SERVICE”**. Despite undergoing progressive changes, our Institution is fully committed to uphold legacy. This legacy encompasses our core principles, values and ethics instilled by our esteemed Founder **Rev. Fr. Mathias Wolf SJ**.

Our Vision

“St. Joseph's college of Education for women, a centre of Excellence in realm of Teacher Education fosters an inclusive, innovative, and transformative hub of knowledge to grow as an exemplary seat of higher learning. It aims to be a resource centre for community that renders selfless service to lead future generations with compassion, competence, and a global perspective.”

With our patron St. Joseph guiding us and Jesus Christ our Lord blessing us, we are surging ahead year after year, for the cause of education, making commendable accomplishments.

Our Mission

“We train women teachers by imparting quality education for the holistic development with emotional integrity, intellectual ability and social commitment with high moral and spiritual standards, to prepare future citizens with global vision”

It focuses on holistic development, through teacher education, by use of technology, research, and promoting Ethics and culture.

To ensure that the **vision and mission** are understood and implemented, the College conducts orientation programmes, displays them on the College Premises and Website, and includes them in College Calendar.

The Effective Leadership in Tune with The Mission and Vision

The academic governance structure involves

- The principal
- Teaching faculty
- Non – teaching faculty and
- Students

The planning for the academic session begins with a well- designed academic calendar on par with the annual calendar notified by the university. The time table governs the teaching schedule for the semester.

The members of the Staff council regularly review and evaluate the college's vision and mission statements to ensure that they remain relevant and aligned with the evolving needs and goals of the College. Together, they form a triumvirate of scholarly stewardship, steering the ship of knowledge through the boundless seas of enlightenment.

The faculty members often have a key role in the governance of the institution. They are involved in decision-making processes related to curriculum development, academic policies, and other aspects of the college's academic mission

The institution follows a **participatory** administration approach, forming various committees with representation from staff and students. These committees, including the Governing Body, IQAC, and several other college committees/Cells meet regularly to discuss plans and evaluate the institution's performance.

Outcomes of Effective Leadership and Governance:

- De-centralized governance and effective leadership leads to academic excellence, skill development and character building.
- Student Enrolment has improved
- Placements have increased
- Publications of Research papers in UGC care lists
- Increase of Doctoral Degrees of Staff.

In summary, St. Joseph's College of Education for Women embraces effective leadership and participatory governance to achieve its vision and mission through orientation programs, extension activities, feedback mechanisms, and evaluations. The Institution fosters a collaborative environment that empowers staff and students to contribute to the Institution's continuous improvement and strive for excellence in teacher education and holistic development.

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
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

This Institution believes in the collective leadership and democratic traditions, **practicing decentralization and participatory management**. Decentralization is done in such a way to involve everyone and make everyone feel responsible and important.

Governing Body: It is an Apex body to scrutinize and approve the minutes of the other statutory bodies. The University nominee updates and guides the institution regarding emerging academic trends and outcomes of various academic programmes for University Affiliated teacher Education colleges. Minutes of the IQAC, Finance Committee and the budget allocated and the expenditure are presented for approval. The governing body takes major decisions, which is implemented under the leadership of the head of the institution who is a liaison between the management and institution.

IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them.

Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions.

Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

Faculty: All faculty members are given adequate freedom and flexibility for bringing changes and re-designing of projects, practical activities or assessment strategies. The faculty collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement. Committees and Cells play a crucial role in **Planning, Implementing and Monitoring** various activities and functions of the college.

Participative Leadership in Academic and Administrative Roles Effective leadership of the institution is

nurtured through decentralized and participatory management.

Academic Officer: Involved in curriculum design, development and Teaching Learning process.

Mentor- Mentee In charge: Monitors Mentor-Mentee system, PTA meetings, student clubs, student grievance redressal, student code of conduct and campus residence.

Research and Development In-charge: Involved in promoting research culture among staff and students.

Programme In-Chargers: Monitors the implementation of academic and administrative plans.

Conveners/Coordinators: All Committees/ Centre's/ Clubs/ Associations Conveners/ Coordinators are involved in planning and conducting respective activities.

Faculty Representation: In all statutory and non-statutory bodies catalyses the smooth function of activities.

Students: Given roles in governance through representation in Board of studies, Academic Council, and in all Clubs and Associations.

Stakeholders: The Stakeholders of the institution play a vital role in decision making through feedback mechanism.

PLANNING:

The institution has a wide range of committees and cells in place to ensure the smooth execution of different responsibilities. At the beginning of each session, the committees are formulated through a democratic process involving all teaching and non-teaching staff. The committees are headed by convenors who lead the planning and execution of various programs and activities. The faculty and non-teaching staff can choose the committees they want to work in.

IMPLEMENTING:

The institution emphasizes transparency in academic administration and operates in accordance with the principles of delegation, decentralization, participation, accountability, and transparency. The principal oversees the activities of various committees and cells, ensuring their effective functioning.

MONITORING

Committee meetings are held as and when required to discuss and organize activities, and minutes of these meetings are documented in records. This ensures proper documentation and reference for future actions.

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

6.1.3

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

Response:

St. Joseph's College of Education for women is committed to maintaining transparency in all its functions, including **financial, academic, administrative**, and other areas by following **Redressal mechanism and right to information Act**.

This commitment is driven by the college which focus on good governance, accountability, and the alignment of its operations with its vision, mission.

Financial transparency is ensured through rigorous monitoring and oversight of financial resources by the Governing Body and administrative staff.

Expenditure proposals are carefully budgeted, reviewed, and approved by the relevant authorities, including the Governing body, Principal, and Management.

To ensure accountability, regular audits are conducted to assess the college's financial management. Independent auditors examine the institution's accounts, and budgets are meticulously scrutinized based on proposed purposes and accompanying documentation.

Academic transparency the college adheres to guidelines provided by the Department of Higher Education Andhra Pradesh, Acharya Nagarjuna University, NCTE, and UGC. The Governing Body, IQAC, and Principal oversee the functioning of academic programmes, ensuring adherence to established standards.

The college prepares an Academic Calendar that outlines all the activities for each session, providing clear information about admissions, examinations, circulars, events, timetables, workshops, training programs, and campus drives.

This information is readily accessible to both staff and students through the College's Website, Handbook and Notice Boards.

The institution emphasizes the use of technology to enhance the teaching-learning process and employs regular assessments to track students' progress. Examination-related tasks, such as application processing, data sheet preparation, seating arrangements, absentee records, and question paper

management, are handled with transparency and efficiency.

The Principal assumes responsibility for overseeing the overall administration and academic functioning of the college, ensuring compliance with management policies and mandatory regulations.

Various meetings, including faculty meetings, Institutional IQAC meetings, education club meetings, Governing Body meetings, and curriculum planning meetings, are conducted regularly to facilitate open communication and decision-making processes.

The college upholds **Administrative transparency** by providing comprehensive information on service rules, code of conduct, and staff benefits.

Administrative inspections, conducted by both Management and the Affiliated University ensure compliance and effectiveness.

The college also maintains transparency in student admissions by allocating B.Ed. and M.Ed. seats based on merit, ensuring fairness and equal opportunities for all applicants.

Through its commitment to transparency. St. Joseph's college of Education fosters accountability, efficient resource utilization, and compliance with established guidelines and regulations. This transparency enhances the institution's credibility and facilitates an environment of trust among all stakeholders.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

St. Joseph's College of Education for Women is committed to provide quality Teacher education and research, focusing on various core themes outlined in its perspective plan. The plan emphasizes improving academic and support facilities for students, serving as a roadmap for student achievement and college growth. The college management grants considerable freedom and flexibility to the Principal and Committee Conveners to plan and execute the academic activities. They regularly meet to formulate and implement strategic plans for the Institution.

The strategic plan of the college has FIVE major goals

Goal 1: Ensuring Academic Excellence

Goal 2: Capacity Building for all

Goal 3: Fostering Partnerships and Community Engagement

Goal 4: Being Proactive in Research Culture

Goal 5: Eco-Friendly Practices

Deployment of the strategic plan:

Regular meetings of the Councils: The Governing Body, and IQAC hold regular meetings to discuss and review institutional policies and progress.

Feedback System: Regular feedback is collected from stakeholders - Alumni, Head Masters, Staff, and Students to assess the effectiveness of policies and identify areas for improvement to ensure academic quality.

Annual Evaluation and Presentation: Class Coordinators of each Programme conduct an annual evaluation and presentation regarding their activities, allowing for a comprehensive review and assessment of their performance. By implementing these monitoring and evaluation strategies, the institution ensures continuous improvement and accountability in policy implementation, fostering an environment of quality education and develop capacity building for all its students.

Incubation Centre: The College aims to be an innovative hub for Preservice& Inservice teachers to develop their teaching skills, use innovative teaching materials, lesson plans in different teaching models to foster partnerships and community engagement.

Multidisciplinary Approach: Leveraging the diverse backgrounds and interests of students and faculty, the College promotes a multidisciplinary approach to education, fostering creativity and critical thinking.

Community Outreach Programmes: Strengthening community engagement and outreach can create meaningful connections with the local population, promoting social impact and service-oriented activities.

:

St. Joseph's College of Education established faculty enrichment Forum which was named as JOSEPH'S BRAINSTROM CLIQUE [JBC], to have quality Enrichment for faculty. JBC was scheduled by IQAC of the college and it was planned to have a group study once in every alternate month of second Wednesday, as an initiative to learn and grow together.

MOUs With other Teacher Education colleges, NGOs, Skill Development agencies, which Facilitate cooperation, educational opportunities, Academic exchange, research collaboration, Cultural exchange, capacity building among Staff and Students

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

6.2.2

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

Response:

St. Joseph's college of Education for women has implemented a well-defined organizational structure that promotes efficient governance and management through effective decision-making.

The college comprises various committees and cells that work together democratically to develop and execute policies and strategic plans aligned with the institution's vision and mission. Faculty members play a crucial role as coordinators of different committees, allowing them flexibility in decision-making and implementation.

The principal serves as an ex-officio member, providing guidance and support. These committees often include administrative staff and student representatives, fostering collaboration and diverse perspectives. The principal holds overall responsibility for the college, overseeing administrative, academic, co-curricular, extra-curricular, and extension programs.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in assessing the college's academic and administrative performance, driving continuous improvement. During Institutional Planning at the start of each academic year, specific responsibilities are assigned to staff members based on their workload.

The college encourages staff to take initiatives and actively participate in planning and performing their duties, promoting ownership and accountability.

Staff meetings and academic meetings provide platforms for collaboration and the exchange of ideas. The governing body guides the college in fulfilling its objectives and approves the annual budgets. It acts as a guiding force, suggesting quality initiatives to the IQAC and other college bodies. The college prioritizes transparency in academic administration, adhering to principles of participation, accountability, decentralization, and transparency. To address different aspects of college life, specific committees are established. The Internal Compliance Cell and Anti-ragging Cells ensure a safe and harassment-free environment. The Placement Cell supports students in securing suitable job placements. The Alumni Association conducts programs and provides feedback on college activities. The Student Welfare Committee focuses on students' overall well-being, while the Library Committee addresses

library-related grievances and strives for improvement.

The Academic Audit Committee assesses staff members' academic performance and teaching effectiveness, facilitating continuous improvement.

To enhance transparency, all staff members receive orientation sessions regarding administrative and service instructions. They are educated about service conditions, roles and responsibilities, leave policies, code of conduct, and incentives for professional development and academic excellence.

These parameters are uploaded on an e-governance platform, ensuring easy access and reference. Recruitment criteria for teaching and non-teaching staff follow norms set by regulatory bodies such as NCTE, UGC, Acharya Nagarjuna University the affiliating university, and the Government of Andhra Pradesh. Advertisements are published to invite eligible candidates for interviews conducted by selection committees constituted as per norms and management requirements. In summary, Our College ensures efficient governance, participatory decision-making, and transparency through its well-defined organizational structure and various committees. These mechanisms contribute to the college's overall effectiveness and quality, fostering an environment conducive to growth and excellence.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for 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: A. Any 6 or more of the above

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

6.2.4

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

Response:

One Decision Based on Minutes of meeting of IQAC was implemented successfully.

Faculty development programmes:

St. Joseph's college of education established faculty enrichment programme which was named as **JOSEPH'S BRAINSTROM CLIQUE [JBC]** as per the recommendations of IQAC committee. JBC was planned to have as a group study of our faculty members once in every alternate month of second Wednesday, as an initiative to learn and grow together.

As a part of that, Dr. C. Grace Indira, Associate Professor in English gave us the first talk on "Teachers Preparedness" on 7th September, 2022 with the following objectives in mind.

To...

- Understand the Concept of Teacher Preparedness:
- Identify the Key Areas of Teacher Preparedness:
- Explore Strategies for Enhancing Teacher Preparedness
- Examine Challenges and Solutions:
- Evaluate the Impact of Teacher Preparedness on Student Outcomes
- Promote a Culture of Continuous Improvement:

Expected Outcomes:

- Enhanced Understanding
- Awareness of Key Areas
- Implementation of Strategies
- Problem-Solving Skills
- Improved Student Outcomes

- Commitment to Professional Growth

2. **Dr. P. Prasanthi Madhavi Latha**, Assistant Professor of physical Science delivered a lecture on system analysis on 9th November, 2022 with the below objectives to be achieved. To....

- Introduce the Fundamentals of System Analysis
- Understand the System Development Life Cycle (SDLC)
- Explore System Analysis Techniques and Tools
- Identify and Define System Requirements
- Analyse and Design Information Systems
- Address Common Challenges in System Analysis
- Promote Collaborative and Iterative Approaches

Expected Outcomes

- Improved Knowledge
- Familiarity with SDLC
- Proficiency in Techniques and Tools
- Effective Requirement Analysis
- Enhanced System Design Capabilities
- Collaboration and Iteration

3. **Dr. J.R. Priyadarsini** Associate Professor in Mathematics delivered a lecture on “Models of Teaching” on 25th January, 2023. The below objectives were kept in mind to....

- Introduce the Concept of Teaching Models:
- Classify Different Models of Teaching:
- Examine Specific Teaching Models:
- Analyse the Strengths and Limitations:
- Explore Implementation Strategies:
- Assess the Impact on Student Learning:
- Promote Reflective Practice and Continuous Improvement:

Expected Outcomes

- Comprehensive Understanding
- Knowledge of Diverse Models
- Critical Evaluation Skills
- Enhanced Student Engagement and Achievement
- Ongoing Professional Development
- Adaptability and Flexibility
- Collaborative Learning

4. **Dr. B. Srilatha**, associate professor of social sciences, delivered a lecture on “Effectiveness of Teacher Educators” on 15th march, 2023. It is to define the

- Role of Teacher Educators
- Identify Key Attributes of Effective Teacher Educators

- Examine Strategies for Enhancing Effectiveness
- Explore Evaluation Methods
- Analyse the Impact on Teacher Candidates
- Address Challenges and Solutions

Expected Outcomes

- Knowledge of Key Attributes
- Implementation of Effective Strategies
- Proficiency in Evaluation Methods
- Positive Impact on Teacher Candidates
- Problem-Solving Skills
- Commitment to Professional Growth

5. **Dr. J. Vijaya kumari**, Assistant Professor in Telugu delivered a lecture on “Significance of Mother Tongue in Learning” on 21st June, 2023.

The objectives are.....

- Understand the Concept of Mother Tongue
- Explore the Cognitive Benefits
- Examine the Impact on Academic Achievement
- Cultural and Emotional Significance
- Review International Perspectives and Policies
- Address Challenges and Solutions

Expected Outcomes

- Awareness of Cognitive Benefits
- Improved Academic Strategies

- Appreciation of Cultural and Emotional Aspects
- Knowledge of Global Practices
- Problem-Solving Skills
- Commitment to Linguistic Diversity

SJCE faculty were involved in a continuous learning process using the concepts provided in the JBC-FDP. The FDP received good feedback from the Faculty. **95%** Faculty Expressed this In-house FDP was a highly valuable Experience, to enhance our teaching.

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
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

St. Joseph College of Education for Women fosters a positive work environment and ensuring the wellbeing of the teaching and non – teaching staff by designing and implementing welfare measures that encompass the various aspects. An unregistered staff welfare Association by name SJCE functions in the institution to ensure the effective implementation of welfare measures.

The welfare measures designed by the institution is categorised as:

Institutions effort for helping its staff avail the Government schemes for medical aid like

- Maternity Leave
- Medical Allowance,
- Medical Leave
- Medical Insurance Scheme for State Employees and Pensioners (MEDISEP)

Growth and satisfaction of both the teaching and non-teaching staff and this involves:

The institution....

- gives academic freedom to the staff members, deutes on duty for attending and conducting Seminars/ Workshops etc.
- conducts seminars for enhancing the competencies of the teacher educators.
- invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums, and conferences.
- gives access to library resources, journals, online journals in the college as well as those materials required to enrich the content from outside the college
- Encourages to participate, present, and publish Research papers
- Permits to do higher studies connected with their profession
- Informs about their CAS and the provision to secure them whenever they are eligible

- Allows to participate in professional and technical training programme for skill enhancement
- Promotes Performance Appraisal System to determine individual strengths and weaknesses of the staff
- Permits to attend FDP such as Orientation programmes, Refresher courses and short term courses

Financial well-being is another critical aspect addressed by welfare measures.

The staff is provided with financial support for seminars and conferences

- Soft loans are provided to the needy staff.
- Annual increment for unaided staff and other provision as per the individual need.
- Subsidized canteen facilities
- Staff tour expenses
- Honouring the retiring staff with valuable gifts
- Morale and motivation include preference to children of staff for admission to B.Ed courses
- Admission preference given to children of the staff for admission in the management School
- Financial aid for education of children of the needy staff and Concession for the medical expenses in our sister institutions.
- Merit awards to staff's children

Mental and emotional well -being of the staff for building a supportive and cohesive work environment:

- Birthday and Feast Day Celebrations of Staff
- Prayer room for peace and tranquillity.
- -Spiritual renewal Programmes.
- Staff tour.
- Cultural Activities.
- Sports Activities.
- Honouring academic achievements of the Staff.

Physical facilities provided to the staff

- Vehicle parking shelter
- Free overcoat to non-teaching staff
- First Aid Kit
- Personal computers and Wi-Fi facilities
- Equivalent sharing of responsibilities.

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
Link for additional information	View Document

6.3.2

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

Response: 61.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	19	25	5	26

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
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	3	3

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
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 96.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

6.3.5

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

Response:

The institution has implemented a Performance Appraisal System for both the teaching and non-teaching staff, following the guidelines set by the University Grants Commission (UGC) and NCTE for the Appointment of Teacher Educators and other Academic Staff. This system is regularly reviewed and updated to maintain and improve standards for staff members. The performance appraisal is conducted annually, for the freshers after one year of service.

The salient features of the performance appraisal system are:

Every year the management assesses the performance through self-appraisal method. This is one of the yardsticks used by the management to motivate the staff about their performance and areas required for development.

- The management appreciates and gives increments for genuine contributions towards the welfare of the institution.
- The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.
- The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude, and research.
- Performance assessment details are recorded in the service register.
- Promotion and career advancement is fixed, based on the performance assessment which is scored through API set by the guidelines of UGC.

Minor and major research projects are encouraged to be taken up and duly forwarded through proper channel.

- Faculty is encouraged to contribute to in-house publications and UGC approved journals.
- The teaching standards of the staff are assessed through the mechanism of feedback from the students and teacher peers and this enables the Management to assess the teacher's performance.
- The feedback is sought from the students on feedback performance and teacher evaluation form.
- Feedback by the external examiner of M.Ed. research work is positively used to improve the future research work and is appreciated and acknowledged.

- Peer observation is also used as a tool for getting feedback as constructive change for both B.Ed. and M.Ed. students.
- Assessment of teaching and research are discussed in staff meetings.

Feedback from Student Association is a source for staff performance’s appraisal.

- Performance appraisals focus on development in area of professional knowledge, practices and engagement.
- Promotions and increments for teaching staff are determined based on their performance as assessed through this comprehensive evaluation process.
- Non-teaching staff members undergo an annual appraisal as well, focusing on parameters such as character and habits, departmental abilities, capacity to handle challenging tasks, discipline, reliability, relationships and cooperation with superiors, subordinates, colleagues, students, and the public, drafting skills, and efficient organization of documents.

The overall performance assessment for non-teaching staff is based on these parameters.

The head of the institution conducts the initial assessment of non-teaching staff members, and the appraisal reports are forwarded to the management for further review.

The Performance Appraisal System plays a significant role in evaluating employee performance, motivating staff members, analysing strengths and weaknesses, and ensuring overall improved performance. It provides a structured framework for assessing the contributions and achievements of individuals within the institution.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The accounts are audited regularly. The institution undertakes internal as well as external audit. These audits are conducted meticulously and honestly by the auditor appointed by the management. Daily account is maintained by the accountant using the I-Spider package maintaining ledger/register.

Internal audit: The Internal Audit Team appointed by the management is an experienced team who conducts internal audit in all the institutions managed by JMJ Society. This team inspects obtains all the information to the best of their knowledge to make the system very transparent. The team does thorough checking and verification of all vouchers of the transactions that are carried out in each financial year. According to the report, proper books of accounts and receipts/ bills have been maintained by the college.

External Audit: The Management approves and appoints the qualified external auditor. The external audit is conducted in a minute detailed way in compliance with the regulatory act, conducted annually. The process involves checking financial statements, books of accounts and accounting records. The external auditor makes sure that no errors exist in the financial statement which is important for regulatory requirements. He will also check for any irregularities and to obtain evidence to successfully satisfy the requirements of the audit program. Thorough scrutiny and verification of payments/bills and receipts The finalization of Balance Sheet by external auditors after examining the account books. To ensure the accuracy and completeness of the accounting records to verify whether the accounting records of the institution are in accordance with the accounting framework Whether the account statements reflect accurately the financial position of the institution to confirm compliance with accounting policies Examining accounting records Verifying assets purchased by the institution After thorough scrutiny, the auditor submits a financial report stating his objective opinion. The scope of the audit and the outcome is outlined in this report. There were no major audit objections authenticated after the audit is conducted. Therefore, Internal audit is carried out by the auditors appointed by the management. External audit also done by Director of Collegiate Education and Accounts General.

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

6.4.2

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

Response: 0.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.38000	1.28000	0.30000	0.39300	1.04300

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
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The College offers B. Ed and M. Ed programmes. While the M. Ed is self-financed, the B. Ed Programme is run with funds from student tuition fee. In addition to this, the College has aided faculty whose salaries are paid by the State Government. Carrying out a financial resource mobilization strategy includes but is not limited to the following:

Identifying potential sources of funds; Actively soliciting pledges; Following up on pledges to obtain funds; Depositing these funds, and recording the transactions along with restrictions on their use. based on the above modalities funds allocated are 55% for salaries, 15% towards development of the college, 15% towards maintenance, 10% Staff Retirement Fund and 5% Management. The strategy makes a vital link between external funding, challenges and the continued internal improvements necessary to achieve the objectives.

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

Optimum utilization of assets i.e. land, buildings, equipment, furniture etc.

Conduct feasibility studies before the implementation of any new endeavours emphasizing quality.

Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation. Involving the Alumni so that they fund educational projects.

The following are few stances of resource mobilization:

In allocation and utilization of budget the head of the institution discusses with the faculty and the finance committee takes needful action.

Purchase of necessary equipment, books, upgrading of infrastructure is done before the commencement of each batch or whenever the urgency arises.

The College development committee plans and submits a proposed budget to the Governing Body for approval.

Through Memoranda of Understanding and Partnership Agreements with various educational institutions, corporations and philanthropists, the College benefits in cash or kind.

The revenue generated through certificate courses also contributes to the College's financial resources. Faculty also contributes 7.5% finances to the College by assigning partial amounts from their funded research in lieu of the technical support from the College.

Students are encouraged to sell homemade food items and the revenue generated therein is used for extension activities.

Competitions to motivate student teachers are held during the academic year. A token entry fee is collected which is used to purchase prizes.

The institution allocates resources before the commencement of the academic session by improving the campus amenities, enhancing facilities for the faculty and allocating funds for the requirement of the institution.

Faculty with multiple specializations are given priority during recruitment so that they are multitasked. Responsibilities are allocated according to capacities of the faculty members. Workload, duties are allotted according to specialization and areas of interest. Changes are communicated to the concerned staff (teaching and non-teaching) well in advance.

All sources of funds are summed and clear, accurate accounts are maintained. Annual stock verification is undertaken by assigned faculty.

The institution supports students by assisting them in applying for scholarships from the government.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (**IQAC**) serves as a driving force in cultivating a culture of quality and pursuing holistic academic excellence in the college. It assumes the responsibility of closely monitoring the implementation of the college's vision and mission.

The **IQAC** prepares a perspective plan for the college's development and executes it through a strategic plan each year. Its objective is to institutionalize various quality assurance strategies, including digitization of academic and administrative facilities, promoting gender equality, and strengthening extension activities.

The **IQAC** has played a crucial role in suggesting numerous quality improvement measures for the college, contributing to its overall growth and progress during the assessment period.

IQAC successfully implemented various curricular, cocurricular, and extracurricular activities. Notable initiatives conducted by the **IQAC** include collecting and analysing feedback from stakeholders such as students, parents, employers, alumni, principals, and teacher educators. This feedback serves as a valuable resource for planning future improvements in the quality of education and services provided by the institution.

St. Joseph's college of Education efforts were made to enhance the teaching-learning process and evaluation methods, with a focus on effective curriculum delivery. The utilization of ICT tools was also increased to support the learning process and facilitate better student engagement.

The institution organized seminars, workshops, conferences, and Guest lectures to foster knowledge sharing and professional development among faculty and students. These academic events provide platforms for intellectual exchange and recognition of distinguished Resource Persons. The college also demonstrated its commitment to community welfare by organizing COVID-19 awareness programmes. These initiatives aimed to promote health and safety among the college community and the wider society. Environmental conservation and awareness programmes were conducted, including activities such as plant distribution, fire safety demonstrations, and vermicompost cultivation on campus.

These initiatives aimed to raise awareness about environmental sustainability and encourage responsible practices. Special lectures on Contemporary issues, as well as programmes promoting Health and hygiene, Environmental awareness, were organized by the institution. These initiatives contribute to the holistic development of students and their understanding of broader social issues.

Furthermore, the inauguration of an **e-library** provided students and faculty with access to a wide range of digital resources for academic and research purposes, enhancing the learning experience within the institution. These activities reflect the proactive efforts of the **IQAC** and the institution in fostering

quality education, holistic development, and community engagement. Through these initiatives, the college strives to provide an enriching and inclusive educational environment that empowers its students and contributes to their overall growth and success.

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

6.5.2

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

Response:

Over the past five years, St Joseph College of Education for Women, has undergone significant improvements, particularly in embracing and implementing cutting-edge technologies to enhance the learning experience for both students and educators.

IQAC brings out a structured mechanism to review the Teaching Learning process at periodic intervals.

Academic activities are planned and reflected in Academic Calendar which is monitored and evaluated by In-House curriculum Planning Committee.

Academic and Administrative Audit, Finance Audit are conducted periodically to monitor and appraise the same.

The annual Faculty Performance Appraisal comprises contributions towards Academic, Administrative and Research activities.

Besides, 360-degree feedback mechanism is also followed for Academic evaluation.

Micro Planning and Review: Micro Planning of the course is done at the beginning of the semester Syllabus Completion as per plan is recorded in the Teaching diary with details of the course/teaching plans specifying the topic, methodology adopted, allocated hours to handle particular topic by course handling faculty and reviewed by the Head of the Institution

Group Discussions and Mid Tests are conducted after the completion of first half and the second half of the syllabus.

Continuous internal Assessment is based on classroom participation, library utilization, paper

presentations, assignments and report preparations Remedial Classes are conducted to equip slow learners

Academic Audit: External Academic Audit ensures adherence to course plan, innovative teaching methodology adopted, maintenance of academic records and quality of internal question paper IQAC reviews academic audit reports and suggests corrective measures to be adopted for the ensuing academic year

Mentor-Mentee Meetings are regularly convened by Head of the Institution before the Commencement of end semester examinations to receive feedback from students on the effectiveness of Teaching Learning process and the queries registered are addressed. Quality enhancement in academics is done through effective edification, monitoring and evaluation.

CLO/PLO Attainment: Outcome-Based Education the attainment levels are assessed through direct and indirect methods Course Outcome Attainment helps to propose suitable syllabus revision in the following academic year

Feed Back: Feedback on Faculty Performance is received from Students. Reforms are visualized in the teaching learning process on three-point scale to improve their performance

IQAC initiative for improvement: ICT ENABLED TEACHING-LEARNING The integration of ICT in teaching and learning provides better chances to enhance and optimize the delivery of curriculum.

IQAC encourages the adoption of ICT enabled Teaching-Learning.

In addition,

- faculty members are given insights into ICT tools through Faculty Development Programme. Zoom is used to assist the ICT-enabled sharing of knowledge, facilitates students to involve in Group Discussions.
- Wi-Fi/Internet Connectivity are enabled in all Classrooms, laboratories and seminar halls are equipped with overhead and LCD projectors
- Skill enhancement of students for placement and progression to higher education.
- Value added Courses (10) were offered in thrust areas
- Academic audit conducted, reports analyzed and corrective measures taken
- Virtual classes during pandemic
- Students motivated to undertake MOOCs course
- Research advisory committee screens and assists in submission of manuscripts earned faculty publications in reputed peer reviewed, indexed journals.

- Feedback from stakeholders obtained, analyzed and action taken
- Infrastructure facilities like laboratories, classrooms, seminar halls have increased.
- Progression towards higher studies increased by the support of Center for career development.

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

6.5.3

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

Response: 13.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	12	11	10	18

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
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	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:**

IQAC has made significant contributions to enhance the quality of the Institution. As per NEP-2020 and OBE guidelines, it involves in creating the Quality Strategies in Curricular Aspects, Adopting New Teaching Methodologies, Student Support and Progression, Research Practice, and Implementation of Feed Back Mechanism.

Quality Strategy 1: Curricular Aspects

- Curriculum Enrichment through Add-on / Value-added programmes.

- Integrating Ethics, Values, Gender Equity and Environment Sustainability in transacting the curriculum.
- Remedial and alternate methods to fill the gap between advanced and slow learners.

Outcome: Students acquired extensive knowledge in recent advancements.

Quality Strategy 2: Adopting New Teaching Methodologies

- Encouraging Innovative Student Centric Teaching Practices.
- Adapting ICT-based Teaching and Learning Management.
- Mapping and Attainment of CLOs-PLOs for all programs.
- Mentor- Mentee System.
- Result tAnalysis.
- Participating in Online & Offline FDPs / MDPs.

Outcome: Improvement in academic performance. Attained clear understanding due to student-centric methods.

Quality Strategy – 3: Student Support and Progression

- Conduction of Student Induction Programmes
- Strengthened Career Guidance & Placement Cell.
- Transparent Feedback Mechanism from Stake holders.
- Conducting Workshops / Guest lecturers /FDPs/MDPs CRT Sessions for increasing employability.
- MOUs with other Teacher Education Colleges and Collaborations with NGOs and Internship Schools

Outcome: Improvement in placements, progression to higher education and professional development.

Quality Strategy – 4: Research Development.

- B.Ed. students are encouraged to do Action Research.
- M.Ed.Students are motivated to take Contemporary issues In Education.
- Teaching Faculty are encouraged to apply UGC and ICSSR Research Projects and Publish Research articles in Care list Journals/Scopus.

Outcome: Students and staff have taken Research initiatives.

Outcome Based Education (OBE): The IQAC has been instrumental in implementing OBE Practices since 2020-21 with its vision insight.

- Learning domains of Bloom's Taxonomy were incorporated and the assessment tools designed to test Attainment Levels.
- The PLOs, CLOs, and PSOs of every program are displayed on the Institutional Website and communicated to the stakeholders.
- The outcomes are mapped and attainments are calculated with Direct and Indirect methods.
- The institution focuses on incremental improvements in Academic and Administrative domains

through a number of quality initiative programmes. The initiatives are implemented in consultation with the Management and Internal Quality Assurance of the institutions.

Upgradation of library Resources: The library resources and facilities have been improved a lot since the previous accreditation with special reference to e-learning resources. Students involvement in N-List has been encouraged by creating institutional email ID for all the students and are encouraged to use the N-List resources to the maximum. Digital Library System has been introduced using the software **2.0 SOUL Package** where students can access all types resources from the customized repository. Apart from this, annual addition of subject materials including books and journals are maintained systematically.

Introduction of Learning Management System: The institution implemented G suite account for online teaching learning process.

E-Governance: Implementation of E Governance is one of the administrative aspect of the qualitative initiative by the institution. As part of digitalization, the details of Admission procedure, curricular practices, details of faculty members, Students and Administrative Staff in digital format which enables the institution for the easy accesses of the data sources from the institutions. Website. The Internal Quality Assurance Cell is planning to make more administrative and academic resources in the digital format in the coming years

Collaborative efforts through Memorandum of Understanding:

The Institution signed MOUs between different institutions, or stakeholders to establish a framework for cooperation and collaboration. The institution also shares resources, facilities, or expertise through MOUs. The MOUs have facilitated collaboration between SJCE and various educational institutions, enabling us to work together on various initiatives such as

- 1.School induction and Internship Programme Faculty Development Programmes
- 2.Administrative Training Programme, Library,
- 3.Internship Programme
- 4.Students Exchange Programme
- 5.Conducting Seminars and Workshop
- 6.Outreach Programme Collection.

IQAC of the institution strives for the Quality Sustenance through review of teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Our St. Joseph's College of Education for Women's commitment to sustainability is embodied in our comprehensive **Energy Policy** (web link) aimed at reducing our carbon footprint and promoting energy efficiency. Our strategy revolves around streamlining energy conservation efforts and leveraging alternate sources of energy to meet our power requirements. Recognizing that the most sustainable energy is the energy that is not consumed, we have implemented several measures

Recognizing the potential of solar energy, we have installed **Solar Panels** on the rooftops of our campus buildings. These panels harness the power of the sun to generate electricity, significantly reducing our reliance on fossil fuels and lowering our carbon footprint.

The installation of energy-efficient lighting systems, such as **LED bulbs**, throughout the campus.

These bulbs consume significantly less electricity compared to traditional incandescent bulbs and have a longer lifespan, resulting in reduced waste and lower maintenance costs.

We have **installed batteries** to store excess energy generated from renewable sources for later use.

We are using **smart meters** to monitor and manage energy usage in real-time

- We are encouraging faculty and students to **engage in research projects** focused on **energy conservation** and renewable energy technologies.
- We promote **energy-efficient practices** by educating and conducting **training sessions** for staff and students on energy-saving practices like
- **Turning off the light** when leaving the room, **unplugging appliances** when they're not in use and
- to get **control over their energy bill** and reduce the demand on **the earth's natural resources**.
- We **develop and implement policies** that encourage energy conservation.
- By fostering an environment of academic inquiry and practical experimentation, we hope to contribute to broader body of knowledge in **sustainable energy and develop innovative solutions** to be applied both within and beyond our institution.
- **Promoting behavioral changes** among students, faculty, and staff.
- **Launched awareness campaigns** to educate the campus community about the importance of energy conservation and simple actions like
 - Turning off lights and electronic devices when not in use,
 - Utilizing natural light during the day, and participating in energy-saving challenges.

- By fostering a culture of sustainability, we aim to ensure that energy conservation becomes second nature to everyone on campus.
- To support these initiatives, we have **established a dedicated sustainability office** tasked with monitoring energy usage, identifying areas for improvement, and coordinating projects related to energy efficiency and renewable energy, which works closely to integrate sustainability into all aspects of campus operations, from facilities management to academic programs.
- We are **collaborating with external partners**, including energy experts and renewable energy companies, to stay abreast of the latest technologies and best practices in the field of **sustainable energy**.
- By taking these proactive steps, we not only reduce our environmental impact but also **inspire our community** to embrace sustainability as a fundamental value.
- We **conduct energy audits** by Identifying inefficiencies regularly to pinpoint areas of high energy use and waste.
- We set baselines by **establishing benchmarks for energy consumption** to track improvements
- **We seal cracks and gaps** around windows and doors to prevent air leaks

By implementing these streamlined strategies, we effectively conserve energy leading to economic, environmental, and educational benefits.

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

7.1.2

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

Response:

The institution is committed to maintaining a clean and sustainable environment by effectively managing its waste. Our institution leads the way in which it promotes a sustainable living. The college efforts in managing its Waste is guided by the solid waste management rules and regulations released by the union Ministry of environment. SJCE'S sustainable and holistic waste management is essential in reducing its environment foot prints, providing a safe and healthy work and environment for teaching and non-Teaching employees, students and visitors.

The college takes the responsibility to ensure that all the campus wastes disposed responsibly by using proper waste segregation mechanism of the source and if possible converting it in to Value added environment, friendly product. Furthermore, the solid & chemical hazardous waste should be disposed or managed by government approved registered waste contractors.

Objectives for Waste Management is to

- Reduce Waste Generation
- Promote Waste Segregation
- Enhance Recycling and Reuse
- Implement Safe Disposal Practices
- Raise Awareness and Educate
- Encourage Participation and Responsibility
- Integrate Technological Solutions
- Promote Composting and Organic Waste Management
- Monitor and Evaluate
- Collaborate with External Partners
- Support Research and Innovation
- Reduce Carbon Footprint

Current Waste Management Practices in the College:

1. Waste Segregation

- : Waste is segregated into biodegradable, non-biodegradable, and hazardous waste.
- **Color-Coded Bins:** Different coloured bins are placed across the campus to facilitate easy segregation of waste.

2. Recycling Initiatives

- **Paper Recycling:** Used paper is collected and sent to recycling units.
- **Plastic Recycling:** Non-biodegradable waste, especially plastics, are collected separately and sent to authorized recycling centres’.
- **E-Waste Management:** Electronic waste is collected and disposed of in an environmentally friendly manner.
- **Organic Waste:** Kitchen and garden waste are composted on-site to produce organic manure.
- **Composting Units:** Dedicated composting units are installed to manage organic waste efficiently.

3. Hazardous Waste Management

- **Chemical Waste:** Proper protocols are in place for the disposal of chemical waste from laboratories.
- **Safety Measures:** Safety guidelines are strictly followed to handle and dispose of hazardous waste.

4. Waste Reduction Strategies

- **Reusable Materials:** Use of reusable materials is encouraged across the campus to minimize waste generation.

5. Awareness Campaigns and Programmes:

- Conducted frequent and varied awareness programs to foster a culture of sustainability. Regular workshops and seminars are conducted to educate students and staff about the importance of waste segregation.

6. Partnerships and Collaborations

- We have collaborated with government (MC) to enhance waste management practices.

7. Research and Development

- Students are encouraged on research and innovative waste management solutions and sustainable practices within the college.

SJCE is committed to maintaining a clean and sustainable environment through effective waste

management practices.

SJCE's Undertaking:

As part of our commitment to environmental sustainability and responsible waste management, we systematically collect and manage electronic waste which is defined as “used, outdated, unserviceable, not working, irreplaceable, stored for a considerable time, broken, not possible to utilize to its originally intended capability, equipment reached its end of life or e- waste such as electrical and electronic equipment’s including old floppy disk ,CDs and non -usable electronic gadgets on a regular basis, generated within our campus.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

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

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

Response:

Report

Our institution is dedicated to maintaining an environment that fosters health, productivity, and well-being, with a comprehensive approach to cleanliness, sanitation, green cover, and pollution control, emphasizing our dedication to creating a sustainable and healthy campus.

Cleanliness and Sanitation**1. Daily Cleaning Routines**

- The trained employed team of housekeeping staff clean on daily basis the classrooms, laboratories, offices, and common areas.
- Regular disinfection of high-touch surfaces such as doorknobs, handrails, and restrooms is conducted to minimize the risk of infections.

2. Waste Management

- Segregation of waste at the source is enforced, with separate bins for recyclables, organic waste, and general waste placed throughout the campus.
- We have partnered with local waste management authorities to ensure proper disposal and recycling of waste.

3. Periodic Deep Cleaning

- In addition to daily routines, we schedule periodic deep cleaning of all facilities, including floor waxing, carpet shampooing, and window cleaning.
- Special attention is given to areas prone to higher levels of dirt and contamination.

Green Cover and Landscaping

1. Tree Plantation Drives:

- Regular tree plantation drives are organized to increase the green cover on campus. Everyone is encouraged to participate and contribute to these drives.

2. Maintaining Existing Green Spaces:

- Our dedicated landscaping team ensures that the gardens, lawns, and green spaces are well-maintained. Regular watering, pruning, and fertilizing are carried out to keep the plants healthy and vibrant.

3. Creating Eco-friendly Zones:

- We have established several eco-friendly zones that include ornamental, medicinal plant and organic vegetable patches. These areas not only enhance the aesthetic appeal but also serve as educational spots for students and staff.

Pollution Control

1. Promoting Sustainable Transportation:

- We encourage the use of bicycles and electric vehicles by providing dedicated parking and charging stations.
- A shuttle service is available to reduce the reliance on personal vehicles, thereby minimizing carbon emissions.

2. Energy Conservation

- Energy-efficient lighting and appliances have been installed across the campus.
- Solar panels are used to harness renewable energy, reducing our carbon footprint.

3. Water Management:

- Rainwater harvesting systems have been implemented to conserve water.
- Wastewater treatment plants ensure that water is recycled and reused for gardening and other non-

potable purposes.

Health and Wellness Programs

1. Health Awareness Campaigns

- Regular workshops and seminars are conducted to raise awareness about hygiene, sanitation, and healthy living practices.
- Health check-up camps are organized to monitor and improve the health of our community.

2. Sports and Fitness Facilities

- We provide well-maintained sports and fitness facilities to encourage physical activity.
- Yoga and meditation sessions are conducted to promote mental well-being.

Our institution's commitment to cleanliness, sanitation, green cover, and pollution control is unwavering. Through systematic and sustained efforts, we strive to create a healthy, sustainable, and inspiring environment for all members of our community. We believe that these initiatives not only enhance the quality of life on campus but also instill a sense of responsibility towards the environment in our students and staff.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	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: 1.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.34000	0.31635	0.31050	.035440	.027000

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

7.1.8

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

Response:

St. Joseph's College of Education for Women is deeply committed to leveraging local environmental assets, harnessing locational knowledge, utilizing available resources, and integrating community practices into its educational framework. These are the various efforts made by the institution to achieve these goals.

Leveraging the Local Environment

1. Eco-Friendly Campus Initiatives

- The college has initiated several eco-friendly projects, such as establishing gardens with indigenous plants and setting up organic vegetable patches.
- Regular clean-up drives are conducted to maintain the campus and surrounding areas, emphasizing the importance of environmental stewardship.

2. Sustainable Practices

- Rainwater harvesting systems have been installed to conserve water, and solar panels are used to reduce dependence on non-renewable energy sources.
- Composting facilities have been set up to manage organic waste effectively, converting it into nutrient-rich compost for use in college gardens.

Utilizing Locational Knowledge and Resources

1. Local Biodiversity and Ecology Studies

- The college offers courses and research opportunities focused on the local biodiversity and ecological systems, encouraging students to study and preserve native species.
- Field trips and excursions to nearby natural reserves and ecosystems are organized to provide hands-on learning experiences.

2. Collaboration with Local Experts

- Partnerships with local environmentalists, ecologists, and NGOs help enrich the curriculum with region-specific knowledge and expertise.
- Workshops and guest lectures by local experts are regularly conducted to provide students with insights into local environmental issues and solutions.

Integrating Community Practices

1. Community Engagement Programs

- The college actively engages with the local community through various outreach programs, such as environmental awareness, literacy campaigns and educational workshops, encouraging the skill development programs etc.

- Students participate in community services like visit to the old age homes, slums, and distribution of clothes, provisions and projects that address local environmental challenges, fostering a sense of responsibility and civic duty.

2. Cultural Integration

- Traditional knowledge and practices of the local community, particularly those related to sustainable living and environmental conservation, are incorporated into the curriculum.
- Events and festivals celebrating local culture and heritage are organized to promote community spirit and cultural exchange.

Addressing Challenges

1. Resource Constraints:

- Limited financial resources pose a challenge to implementing large-scale environmental projects. The college seeks grants and funding from government bodies and private organizations to support its initiatives.
- Efficient use of available resources and prioritizing projects with the most significant impact helps mitigate resource constraints.

2. Environmental Threats

- Local environmental threats, such as pollution and deforestation, pose significant challenges. The college collaborates with local authorities and organizations to address these issues through joint efforts.
- Continuous monitoring and adaptation of strategies ensure that the college remains proactive in tackling emerging environmental threats.

Our SJCE leveraging the local environment, locational knowledge, resources, and community practices to enhance its educational programs and contribute to sustainable development. Despite facing various challenges, the college's innovative approaches and strong community ties have enabled it to make significant strides in these areas.

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: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1: ENTER TO LEARN – LEAVE TO SERVE:

The Motto of our institution LOVE, JOY, and SERVICE is cultivated among our teachers, Student and staff, through our curricular, co-curricular and Extension Activities.

Objectives:

Providing Learning Experiences to cultivate Love, Joy, and Service through Education.

Fostering a sense of responsibility and sensitivity towards community.

Integrate values to build students with resilience.

Context:

Empowered to serve deprived class of people in the community

The Practices: Instilling values among trainees, cultivating sensitivity towards educating the poor, dealing with social evils, care for destitute, elderly, orphans, activities, blood donation, education to deprived sections, literacy to all and efforts at preserving biodiversity.

1. Cultivating sensitivity towards educating the Poor, deprived through Literacy Programmes:

We adopted Yanadhi colony in Nambur Village, Guntur district. Our students go every year for a month to encourage and create awareness on the importance of education, interact with them on various issues, health, and hygiene, etc.

2. Care for the destitutes, elderly, Orphans & Children: We have a programme called Akshyapatra, in which all the staff, students, Alumni and stakeholders who are interested bring rice, provisions, usable clothes, unused things and money once a month & pool together and is segregated every three months and distributed to old age homes, Orphanages and the needy.

3. Efforts at Preserving Biodiversity: Awareness is created to prevent biodiversity through conducting programmes.

Evidence of Success of community engagement on students:

It increased an awareness on various topics mentioned above. It strengthened the community bonds, improved health, disseminated knowledge, environment is protected, and social reforms took place, developed morally and ethically.

Problems encountered and resources required

? pooling in resources: The exercise comes associated with a significant financial burden currently borne by the institution.

? Logistical issues such as managing large number of students, discipline, accommodation, travel, security, food, etc.

? Collaboration with the NGOs and other agencies to orient our students towards an understanding of the larger social issues that may be invisible in the community they interact with.

Best practice – 2 : Title: Multiple approaches to teaching – learning process:

Objectives: To

- Promote an inclusive learning environment to think critically and adoptively
- Ensure everyone's progresses at her own space.
- Fostering collaboration and communication
- Promote lifelong learning for effective educational experience.

The Context

Enrichment of students through multiple approaches to teaching learning process.

The Practice

Experiential learning in each and every aspect of teaching and Learning in the institution and in internship. Learning by doing and learning by living are two maxims of our Institution. Their practical hands-on experience had a great impact.

Blended learning, Peer-learning, Collaborative learning, project-based learning is our regular practice in teaching learning process.

Evidence of success:

All the Students of SJCE get multifarious experiences. They acquire expertise in teaching, classroom management, maintenance of records, preparation of required TLM etc., apart from that, they get a lot practical knowledge through certificate courses that are mentioned in the curriculum and its applications in their personal and professional lives.

Problems encountered and resource required.

Time constraint to conduct various approaches of teaching learning methods.

Implementation of online mode of teaching, benefited all the students but some face disrupted net connection in rural areas

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:

St. Joseph’s College of Education for Women (SJCE) has established a strong reputation for its commitment to research, a core element of its institutional distinctiveness. Rooted in its Catholic ethos and dedicated to women's empowerment, social justice, and holistic development, the college has consistently upheld academic excellence as a cornerstone of its mission.

SJCE's role extends beyond the classroom. The institution serves as a resource centre for schools and colleges of education, contributing significantly to the broader educational landscape. This commitment to service is coupled with a dedication to nurturing future citizens equipped with a global perspective, strong moral character, and a sense of social responsibility.

The college's research profile has gained substantial recognition. Since being accredited as a research centre by Acharya Nagarjuna University in 2003, SJCE has cultivated a thriving research environment. Four of its faculty members have been recognized as research guides. 83 Ph.D. scholars are awarded during the period of 2018-2023 under the supervision of our research guides consistently mentoring and supporting research scholars. Their commitment to research is further evidenced by the appointment of SJCE faculty to leadership positions in Acharya Nagarjuna university, such as Dean, Dept. Of Education, Acharya Nagarjuna university, the Chairperson of the Board of Studies in Education at Acharya Nagarjuna University. 10 staff members having Ph.D. are guiding M.Ed. students at college level, 53 students were passed out during 2018-2023.

SJCE's research has focused on areas such as:

- **Pedagogical innovations:** Exploring effective teaching methodologies, curriculum development, and the integration of technology in education.
- **Inclusive education:** Investigating strategies to support students with diverse learning needs and create inclusive classrooms.
- **Teacher education:** Examining the preparation and professional development of teachers to enhance their effectiveness.
- **Gender studies in education:** Analysing the experiences and challenges faced by female students and educators.
- **Educational leadership:** Studying the role of school leaders in creating positive learning environments.

SJCE has generated a substantial body of knowledge that has contributed to the field of education in major and minor research projects granted by UGC and ICSSR,. Faculty members have published research articles in peer-reviewed journals, Scopus, and UGC care list journals presented their findings at national and international conferences. These research outputs have not only elevated the college's academic standing but have also had a tangible impact on educational practices and policies.

Moreover, SJCE has fostered collaborations and MOUs with other Teacher Education institutions, NGOs, Local Communities, to enhance its research capacity, helping the needy people. These partnerships have facilitated the exchange of ideas, resources, and expertise, leading to the development of joint research projects and the publication of collaborative research papers, extension activities, outreach programmes etc.

By prioritizing research, SJCE has successfully aligned its academic pursuits with its institutional mission and vision. The college's research endeavours have not only generated new knowledge but have also contributed to the development of well-rounded, socially responsible, intellectually capable graduates and post graduates who are prepared to make a positive impact on society.

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

5. CONCLUSION

Additional Information :

The Motto of our Institution ” LOVE, JOY, And SERVICE” is cultivated and incorporated among our Student Teachers, through our curricular, co-curricular, research and extension activities. Our vision and mission is reflected in our best practices with a theme “Enter to Learn and Leave to serve” by our innovative pedagogical teaching learning practices through culminating love, joy and service in Education.

Our assets are...

- Visionary College Governing body.
- Fostering a sense of responsibility and sensitivity towards community.
- Integrating values to build students with resilience.
- Education to deprived Sections and Literacy Programmes.
- Care for destitutes, elderly, Orphans and Children.
- Efforts at Preserving Biodiversity.
- Creating cultural and Gender sensitivity.
- Research paper publications by faculty.
- Timely-relevant action research by students.
- Focus on research and innovation in education.
- Outreach programmes aligned to local needs.
- Linkages with schools and colleges to promote education that serves to local and global perspective.
- Transparency and Decentralization at all levels.
- Supportive management for participatory approach.
- Novel and multiple co-curricular activities that reflect the socio cultural diversity of India.
- Emphasis on skill development that contributes to graduate attributes.
- Involved student council.
- Support for Placement.
- Adequate exposure to learning experiences that develops leadership and shared responsibility.
- Spacious, environment friendly and clean campus.
- Spacious Well-furnished library.
- Multimodal approach with use of ICT in teaching and learning
- comprehensive evaluation of knowledge, skills and attitudes
- Mapping student performance with Learning Outcomes
- Imparting Value based Education and research in life skills education are our special features.
- Experiential, Cooperative, Collaborative, Project Based and Peer learning are our distinctiveness.
- Innovations in teaching learning and Reflective practices.
- Focus on environmental and social values.
- Emphasis on training for inclusivity in education
- Academic Excellence and Holistic Development
- State-of-the-Art Infrastructure and Supportive Environment
- Focus on empowerment and Commitment to Women's Education
- Effective mentorship through good guidance and counseling
- Moral and Ethical Foundation with Vibrant Campus Life

Concluding Remarks :

St. Joseph's college of Education for women stands as a guiding light in the realm of education, driven by a steadfast commitment to core institutional values, establishing itself in Andhra Pradesh for Empowerment of women. The College strives to maintain high standards and renowned as the best teacher education college in India.

The college focuses on curriculum that is challenging and demanding to engage students deeply in practical activities and experiential learning, innovative Research to excel in diverse areas aligned with the latest trends in education.

The well-planned curriculum, multi-modal teaching methods, integration of technology, proactive management, dedicated faculty, and a focus on extracurricular activities collectively create an environment where the students are well-equipped to excel in contemporary classrooms.

Continuous Comprehensive assessment is a balance between the undesirable extremes of assessment following the prescribed guidelines. NAAC parameters, NCTE norms, international benchmarks to audit our academic, administrative and other general aspects of quality inputs which controls, for the enriched performance. College is independent and accountable in assuring quality. MoUs and networking has made us more professional in our approach towards quality benchmarking.

Our students emerge as educators who inspire, innovate, and adapt to the evolving world of education providing testimony to the college's commitment to producing educators who are not just equipped for today's classrooms but are also to shape the classrooms of the future.

The governance has periodically assessed the performance in auditing Economy, Efficiency and Effectiveness (EEE). The 3E's have proved our worthiness being met reasonably in increasing stakeholders satisfaction, reducing and managing wastage and gaps, to align operation with the mission and strategy. To move forward for a ranking procedure for teacher education institution, both quantitatively and qualitatively under National Institutional Ranking Framework (NIRF) which would further be productive in our journey of creating resourceful, rich, knowledgeable teachers for the nation and world at large.