



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

St. JOSEPH'S COLLEGE OF EDUCATION
FOR WOMEN

- Name of the Head of the institution Prof. T. Swarupa Rani
- Designation Principal
- Does the institution function from its own campus? Yes

- Alternate phone No. 08632223090
- Mobile No: 9490179176
- Registered e-mail ID (Principal) sjce.guntur@yahoo.co.in
- Alternate Email ID stjosephbedguntur@gmail.com
- Address Sambasivapet, 4th Lane,
- City/Town Guntur
- State/UT Andhra Pradesh
- Pin Code 522001

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Women
- Location Urban

- Financial Status **Grants-in aid**
- Name of the Affiliating University **Acharya Nagarjuna University**
- Name of the IQAC Co-ordinator/Director **Dr. C. Grace Indira**
- Phone No. **08632223090**
- Alternate phone No.(IQAC) **9290236814**
- Mobile (IQAC) **9440351452**
- IQAC e-mail address **iqac.sjceguntur@gmail.com**
- Alternate e-mail address (IQAC) **sjce.guntur@yahoo.co.in**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://stjosephbedcollege.ac.in/IQAC-2019-20.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: http://stjosephbedcollege.ac.in/academics/Academic_Calendar-BEd-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81	2004	16/09/2004	15/09/2009
Cycle 2	A	3.14	2012	15/09/2012	14/09/2017

6.Date of Establishment of IQAC**20/09/2004****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

8.Whether composition of IQAC as per latest **Yes**

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 3

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

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

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

- If yes, mention the amount

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

- Due to Corona Pandemic, online classes, seminar presentations and group discussions were planned and implemented successfully as planned in the IQAC meeting.
- Online webinar was done on Early Child Care and Education from 24th to 26th September 2020. All our students and teachers who are our Alumnae participated.
- An MoU of our college with _____ was established.
- Alumnae meet was conducted online in which there is overwhelming response on the health care and precautions to be taken.
- Performance Appraisal Report (PAR) for the academic year 2019-20 had been submitted to NCTE on _____
- Report related to All India Survey on Higher Education (AISHE) for the year 2019-20 had been submitted to its portal on _____

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

Plan of Action	Achievements/Outcomes
Conducted Online classes due to Pandemic	Online classes for both B.Ed. and M.Ed. students were conducted by careful planning so that there is no over lapping.
Webinar on ECCE was planned	A Webinar on Early Child Care Education was conducted from 24th to 26th September 2020, in which our student teachers and teachers participated
MoU with other colleges of Education	D.N.R. College of Education, Bhimavaram
Online Alumnae Meet	Alumnae meet was conducted online on ____ to share the needs and health tips.
As required by NCTE, PAR for the academic year 2019-20 is to be submitted through online portal to NCET	Submitted
Submission of report to All India Survey on Higher Education (AISHE) for the year 2019-20 is to be carried.	Submitted

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	St. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN
• Name of the Head of the institution	Prof. T. Swarupa Rani
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08632223090
• Mobile No:	9490179176
• Registered e-mail ID (Principal)	sjce.guntur@yahoo.co.in
• Alternate Email ID	stjosephbedguntur@gmail.com
• Address	Sambasivapet, 4th Lane,
• City/Town	Guntur
• State/UT	Andhra Pradesh
• Pin Code	522001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	Acharya Nagarjuna University

• Name of the IQAC Co-ordinator/Director	Dr. C. Grace Indira				
• Phone No.	08632223090				
• Alternate phone No.(IQAC)	9290236814				
• Mobile (IQAC)	9440351452				
• IQAC e-mail address	iqac.sjceguntur@gmail.com				
• Alternate e-mail address (IQAC)	sjce.guntur@yahoo.co.in				
3.Website address	http://stjosephbedcollege.ac.in				
• Web-link of the AQAR: (Previous Academic Year)	http://stjosephbedcollege.ac.in/IQAC-2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://stjosephbedcollege.ac.in/academics/Academic_Calendar-BEd-2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	81	2004	16/09/2004	15/09/2009
Cycle 2	A	3.14	2012	15/09/2012	14/09/2017
6.Date of Establishment of IQAC			20/09/2004		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	NI	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none"> Due to Corona Pandemic, online classes, seminar presentations and group discussions were planned and implemented successfully as planned in the IQAC meeting. Online webinar was done on Early Child Care and Education from 24th to 26th September 2020. All our students and teachers who are our Alumnae participated. An MoU of our college with _____ was established. Alumnae meet was conducted online in which there is overwhelming response on the health care and precautions to be taken. Performance Appraisal Report (PAR) for the academic year 2019-20 had been submitted to NCTE on _____ Report related to All India Survey on Higher Education (AISHE) for the year 2019-20 had been submitted to its portal on _____ 		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Conducted Online classes due to Pandemic	Online classes for both B.Ed. and M.Ed. students were conducted by careful planning so that there is no overlapping.
Webinar on ECCE was planned	A Webinar on Early Child Care Education was conducted from 24th to 26th September 2020, in which our student teachers and teachers participated
MoU with other colleges of Education	D.N.R. College of Education, Bhimavaram
Online Alumnae Meet	Alumnae meet was conducted online on ____ to share the needs and health tips.
As required by NCTE, PAR for the academic year 2019-20 is to be submitted through online portal to NCET	Submitted
Submission of report to All India Survey on Higher Education (AISHE) for the year 2019-20 is to be carried.	Submitted
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-2021	02/02/2022
15.Multidisciplinary / interdisciplinary	

St. Joseph's College of Education for Women, Guntur is permanently affiliated to Acharya Nagarjuna University and it strictly adheres to the prescribed syllabus by the university. To provide holistic academic growth among students curriculum has been planned which gives freedom to the students to choose their 2nd methodology. As the institution offers training to teachers, it acquaints the student teachers with inter disciplinary and multi disciplinary approaches to implement them in their practice teaching classes. An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and the relation to the real world. Keeping this in view a webinar was conducted in the college on Early Child Care and Education. The student teachers would be encouraged to make videos presentations and other ICT tools to integrate various devices in the process of teaching.

16.Academic bank of credits (ABC):

The methodological style of the institution is student centric and it is constructive, inquiry based, reflective and collaborative. The formula procedure like assignments, seminars, internal tests is used to evaluate the students learning outcome. The execution of Academic Bank of Credits will be in line with the support of the university as per the norms of NEP 2020.

The institutions preparedness for implementing the ABC depends in the guidelines of the affiliated university. A centralized database along with the database of the college is working to digitally store the academic credits earned by the student from various activities.

17.Skill development:

To develop the skill of student teachers, the institution has undergone a MoU (Memorandum of Understanding) which is signed to enhance the employability and teaching skills of would be teachers. As they have exposure to other teachers, a lot of chances to get equipped with different skills. 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.

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

Our institution 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 we conduct different activities and competitions in singing, dance, drama, painting, creative writing, Elocution and essay writing. Taking them to field trips to places of historical importance, museums, assembly etc., would be done.

Visits to slums help our students 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. Our M.Ed., students also take part in MOOCs programme.

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

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 outcome and program outcome will be communicated to the students. These outcomes would be evaluated through co-curricular activities are an integral part of the course. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programme.

20.Distance education/online education:

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 2 webinars on Early Child Care and

Education 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 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.

Extended Profile

1.Student

2.1 194

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 10

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

File Description	Documents
Data Template	View File

2.4 103

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 103

File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	91
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	381072
4.2 Total number of computers on campus for academic purposes	50
3.Teacher	
5.1 Number of full-time teachers during the year:	26
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	26
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
The curriculum prepared by our faculty members in different courses	

were modified and approved by college board of studies and then it was placed every year in academic council for suggestions. Evaluation. Finally, the approved curriculum form 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 committee board of studies academic council. The suggestions given by them are incorporated and relevant changes are made to the curriculum. After recommendations by the board of studies, it is placed in the academic council and it is passed after the changes suggested by it 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 board of studies, academic council and governing body. 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 programme the institution distributes the syllabus approved for that year to each student and conducts orientation programme to give awareness towards entire courses.

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

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

A. All of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://stjosephbedcollege.ac.in/aca_ploscl os.php
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
6	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://stjosephbedcollege.ac.in/academic-calenders.php
1.2.2 - Number of value-added courses offered during the year	
4	
1.2.2.1 - Number of value-added courses offered during the year	
4	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
148	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
148	

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

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

All of the above

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

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

11

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

11

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

1.3 - Curriculum Enrichment

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

A teacher should have thorough knowledge and skills of all other aspects related to teaching profession. various co-curricular and extra-curricular activities are organized during the year with the active participation of the students. Opportunities are provided for the representation of talents, skills and abilities of the students. Apart from B.Ed course, other value added courses, self-study courses and skill oriented courses are conducted by our college. Various lectures, workshops and programs are conducted for capacity building programmes. The college provides opportunities for students to develop course-related competencies and skills. the curriculum provides project based learning peer learning and co-operative learning. the allotted faculty members are actively participating in curriculum and co curriculum transactions with the students, the college encourages students and faculty members to participate in subject meetings, seminars and workshops to enrich their experience and knowledge. in order to develop sensitivity to the needs of the society, the institute organizes programmes like visiting centers of mentally challenged old age homes, and social service organizations .faculty makes use of various internet search engines to update information, prepares digital lessons with powerpoint presentations. faculty makes optimum utilization of technology while planning teaching learning and all other activities to enhance teaching-learning process .all the activities conducted

by the institution are documented in the form of committee reports and minutes.

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

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

The 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. .The college conducts visit and seminars to various schools to familiarize students with the diversity of school systems in India. Schools are considered according to the curriculum level of primary, secondary and higher secondary.the college provides continious comprehensive evaluation system with flebility and choice based quality education .the curruiculum is planed in a such a way that the students complete knowledge about various school system in comparsion with national and internatioanal systems of education.the syllabus at Bed and Med level exposes and give learning experiences regarding contemporary issues of education gender school and society enviromental education focusing about national and internatioanl issues of education at all levels.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 disipline.the college gives importance to follow certain norms and standards to function properly in process of qualithy education.

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

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

Our institution adopts and follows the curriculum to furnish diversified experiences to the students. In order to achieve these aims students are given professional training in teaching by the following measures: Daily morning prayers are organized in the college to inculcate discipline, moral, spiritual and emotional development in prospective teachers as well as constitutional values among the prospective teachers. Our college prayer includes Teacher's Pledge, National Anthem, Bible Reading, Prayer, News Reading and thought of the day leads to the moral development of the student teacher. A student enrolled in the college is provided with the knowledge and skills necessary to become an exemplary teacher. The college imparts theoretical and empirical knowledge of teaching as a profession through skill of teaching competency at the micro level and develops relevant skills at macro level which leads them to understanding about the teacher and towards content of the subject. The institution follows student-centered approach, project method co-operative learning peer learning collaborative learning project based learning focusing on the needs of the students and society students. Cultural activities, social activities sports and yoga, birth and death anniversaries of eminent leaders, cleanliness, tree plantation are carried out in the colleges under the cultural and social programmes. these activities consolidate into their provisional development as teacher.

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

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
2020	
2.1.1.1 - Number of students enrolled during the year	
92	

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

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

2020

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

67

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

0

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

2020

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

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.

Variety of programmes would be organized basing on the well planned schedule of events. All the faculty adopt different modes of interaction and provide immediate feedback to the students teachers to modify their evil behaviour and guide in right direction to develop the required competencies to mould themselves as competent and talented teachers.

The institution plans activities for the academic growth of students. Content tests would be conducted in all the subjects to test their entry behaviour. Individualized assignments and Projects would be allotted to the students. Necessary feedback would be given individually. As and when required Brainstorming sessions, Mind mapping and several such activities would be planned.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Response:During the academic year 2020 -21, the teaching learning activities were carried out using online mode. Even an online mode participatory learning, focused group discussions question- answer sessions were conducted. Google meets were conducted for theory classes and audio lessons were sent for enhancing students learning. If any doubts arise, students were given free access to call the lecturer concerned to get their doubts clarified.

M.Ed. students used online resources for collecting data. The students made online presentations on the given topics,

participated in discussions and seminar presentation based on theory courses.

Online mode of teaching was transformed to offline mode from February 2021

Problem Solving Skills: Students are provided chances and the right direction to help them develop their problem solving skills. Field work, case- studies, and visits to inclusive schools give them scope for their Brainstorming. Students write their opinions about their contributions to society and education while gathering information from thinkers. All students engage in brainstorming while preparing models, posters and test papers.

Inter semester break programs permit developing self learning skills, civic responsibility through extension services. The experiential learning approach facilitate skills as it is the foundation for high education.

Certificate courses from MOOCS, SWAYAM and E-Learning mode of teaching using blended and flipped learning approaches are in practice.

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

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

26

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

92

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

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

Five/Six of the above

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

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

To enhance professional capacities such as teaching competencies, mentoring is done throughout in mentor-mentee groups. Mentoring is done on personal as well as professional aspects.

Team Work:

Team work includes co ordination, cooperation and interpersonal relations. Most of lesson planning work is conducted as team effort. In mentor group this team work will be planned. Each week one mentor group conducts assembly. During micro- teaching sessions, all mentees of the group act as school children. Not only during micro teaching sessions, in internship, observation of lessons, co-curricular activities etc. also team work will be observed.

Dealing with student diversity:

While preparing lesson plans, average, below average and gifted students needs will be considered. Examples taken suit all levels of students. Collaboration work will be encouraged.

Conduct of Self with colleagues and authorities:

Having good interpersonal skills is essential during training period and workplace. Teachers guide them help themselves and one another.

Balancing Home and Work Place:

After the course, they join in schools and should lean to have work life balance. So, students teachers would be trained with stress management techniques and relaxation techniques. Attending guest lecturers, seminars and several other programmes help them.

Student teachers would be encouraged to update their skills with recent developments by reading the journal magazines and social networking sites.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of

Five/Six of the above

teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

The institution always nurtures creativity, innovativeness. Intellectual and thinking skills, empathy, life skills etc. among students.

A webinar on Early childhood care and education was conducted to schoolteachers and students teachers. From September 24th to 26th in the year 2021.

To develop the intellectual and Critical thinking skills as per NEP 2020. The skills are to be enhanced and so the teachers got benefitted for this programme.

To nurture Creativity among students teachers, workshop on the preparation of TLM was conducted Making use of low cost and no cost materials, our students teachers make wonders. As they work in teams, interpersonal skills, communication skills, empathy etc. this kind of workshops help them.

To develop the innovativeness among the teachers and students teachers, another National Webinar on "Innovative Teaching Methods and Techniques" was conducted. Our senior faculty provided the necessary inputs. The information about latest methods and techniques helped them get enriched.

M.Ed. Students teach lessons to B.Ed. Students on and off also M.Ed. students are exposed to assessing B.Ed internship, teaching

at college the innovative lessons and in the co operating schools this internship strengthens their capacities to assimilate assessment patterns, rubrics and enhances their professional standards.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing

Four/Five of the above

<p>with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 510 529 577">File Description</th> <th data-bbox="529 510 1436 577">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 577 529 645">Data as per Data Template</td> <td data-bbox="529 577 1436 645" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 645 529 745">Reports and photographs / videos of the activities</td> <td data-bbox="529 645 1436 745" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 745 529 887">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="529 745 1436 887" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 887 529 987">Documentary evidence in support of each selected activity</td> <td data-bbox="529 887 1436 987" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 987 529 1055">Any other relevant information</td> <td data-bbox="529 987 1436 1055" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	No File Uploaded	Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded	Documentary evidence in support of each selected activity	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Reports and photographs / videos of the activities	No File Uploaded												
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded												
Documentary evidence in support of each selected activity	View File												
Any other relevant information	No File Uploaded												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1529 529 1597">File Description</th> <th data-bbox="529 1529 1436 1597">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1597 529 1664">Data as per Data Template</td> <td data-bbox="529 1597 1436 1664" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1664 529 1839">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="529 1664 1436 1839" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1839 529 1906">Any other relevant information</td> <td data-bbox="529 1839 1436 1906" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded	Any other relevant information	No File Uploaded					
File Description	Documents												
Data as per Data Template	View File												
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement</p>	<p>Three of the above</p>												

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

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

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

Three of the above

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

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

All of the above

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

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

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

All of the above

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

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

1. Identification: the institution identifies the schools for internship basing on several criteria. Depending on the convenience, distance, comforts and safety the schools would be identified and suggested to D.EO.

2. Communication would be sent.

3. Students are oriented to take internship program seriously in the entire period. They would be instructed to prepare lesson plans before hand, prepare required TLM and necessary things. The students are demonstrated to use different strategies and techniques and evaluation tools. Practicing innovative models, strategies and approaches under simulation sessions are implemented during internship. Methodology lecturers visit the schools during the program and monitor their work and give required suggestions.

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

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

5. Observation sheet is provided. Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught as course to be implemented.

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

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

2.4.9.1 - Number of final year students during the academic year

102

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	View File

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

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

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

The institution carefully plans to send students for internship program. After getting the permission of the DEO the school will be finalized depending on the need. The house addresses of students would help to allot them to the nearby schools to their house. Hostel students would be sent to schools which are round the college.

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.

School Principals: School Principals 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.

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.

Role of Peers: student teachers who are assigned to a particular school would help one another in the work.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

26

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

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

8

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

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

26

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

457

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

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

- Inhouse discussions go on in every staff meeting and discussion would take place on how knowledge would lead to develop learning and teaching programs. Latest trends in the emerging are a would be discussed.
- An in depth study of the ability of teaching as a profession specialized areas are identified and NEP 2020, thrust area are revisited for the appraisal.
- The faculty organize seminars, webinars,, capacity building sessions for in house members in are of interest and need.
- The faculty work as per the resolutions mode by IQAC members and all work together for the personal growth and institution.
- The faculty not only organize but attend all seminars webinars, workshops and other faculty development programs.
- Faculty are involved in esteemed position, for consultancy and advisory services in reputed schools, colleges and NGOS. There is a scope of mutual intellectual growth.
- Faculty completed minor and major research projects of ICSSR, UGC and PMMMNMT, they go on applying for projects when ever possible.

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

2.6 - Evaluation Process

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

As B.Ed. is a training program continuous internal evaluation of students learning is an important aspect. Internal assessment includes micro teaching practice classes, teaching practice classes, internal tests, slip tests, content tests, classroom participation and performance, participation in other activities. It is mandatory to all trainees to submit activity records and other records for internal evaluation and later they go for external valuation. There are few project bases activities which comprise community work and action research.

Assessment of teaching of student teachers would be done in 2phases. During micro teaching sessions the teacher educator closely observes and give feed backand also assign grades. During practice teaching sessions also the same procedure follows.

When it comes to theoretical knowledge, in each semester two internal tests would be conducted which are mandatory. They are teacher made tests, teachers prepare question papers and they are conducted systematically. Total feed back would be given mistakes would be highlighted, in addition to there two formal tests, slip tests also would be conducted as per the wish of each lecturer.

Observing their classroom behavior, punctuality, participation and performance also would be kept in mind while evaluating them.

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

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

Five of the above

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

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

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 are not comfortable to approach any one, they drop their grievance in the grievance redressal cell or suggestion box which are available in the college the objective is to respect each grievant and respond for solution.

If any student feels that her marks are not just, she can apply for re-valuation, by following set norms.

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.

During the pandemic instead of offline exams, online exams were conducted. All 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	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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 especially internal test dates, Semester 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.

Faculties are given freedom to prepare the question papers,

Question paper format, content and approach. During the pandemic the faculty adopted diversified patterns of internal assessment to ensure quality.

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. The in house teaching programs for peer teaching and innovative teaching are adhered to the schedule.

Students participation in competitions, activities, festivals, feasts, class room teaching, behavior, punctuality, regularity etc. are counted throughout the year.

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

2.7 - Student Performance and Learning Outcomes

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

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.

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.

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

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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 improvement.

Concept attainment builds up the nurturing effect among students 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.

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

100

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

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

Initially an effort would be made to assess the developmental

stages of pre- service teachers. Keeping that in mind during training, from academics to practical, specific assessment strategies are applied through the continuous internals project based learning. The school teachers pre- suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their growth from the initial stage of confusion and fear to a balanced approach towards encountering instructional strategies in physical class rooms and understand hardship of classroom management. At this stage they are assessed as to how they learn new techniques sensitive practices, individualized learning techniques complied with hands on experiences. Students themselves check the difference in their performance from the entry level till date and if necessary use reinforcement techniques. Finally they reach a stage to prone their worthiness through their presentation in practical exams, theory exams and also their cultural competence.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://forms.gle/dovneDFPYnmdCZ3x8>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

400000

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

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

Three of the above

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

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

All of the above

innovative try-outs Material and procedural supports

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

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

17

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

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

13

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

3.3 - Outreach Activities

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

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

14

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

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

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

81

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

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

81

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

81

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

To provide holistic academic growth among students, curriculum has been planned. Student teachers are provided with ample opportunities to participate fully in the outreaching activities. Our institution always stands ahead in transmitting Indian culture by celebrating all National events and festivals. In addition to regular national festivals, Communal Harmony week was observed and students from local colleges of education were invited and different activities and competitions in singing, dance, drama, painting, creative writing, Elocution and essay writing are conducted. Visits to slums help our students understand their culture, habits and style of living.

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.

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

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

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

3

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

3.4 - Collaboration and Linkages

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

8

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

8

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

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

2

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

St. Joseph's College of Education has constantly endeavored to provide quality education and ensure all round development of the students in order to create responsible and empowered women, the institution has well maintained user friendly and resilient infrastructure conducive to teaching learning and comprehensive development of students.

The teaching block has well appointed and spacious class rooms labs and library the class rooms are equipped with smart boards computer lab has adequate number of computers college library has adequate number of books to cater the needs of the students the library has 100 mbps internet band width to access e-journals through inflibnet, Reference section book bank and Research room.

College is provided with well equipped Gymnasium to help the students to maintain physical fitness. The college has sports equipment for both outdoor and indoor games. The college also has water plant to cater the needs of staff and students. Spacious seminar hall, Board room and study hall are there to conduct different types of academic programmes.

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

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

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://stjosephbedcollege.ac.in/infrastructure.php
Any other relevant information	No File Uploaded

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

381072

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

4.2 - Library as a Learning Resource

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

Library as a learning Resource the college Library is very spacious Wi-Fi-enabled and has seating capacity of 200 users. Our Library has richest collection of books, Journals, Back Volumes, Encyclopedias, Biographies subject and general Dictionaries, CD Rams, Videos e - Resources, Theses and Dissertations and is located in the 2nd floor in a very spacious Hall. It has a collection of more than 26,204 books which include Text books, General boos, Reference books, Periodicals Dissertations. It subscribes 36 Indian and Foreign Journals and 5 daily news papers every year. All students and faculty members are eligible for membership of the Library. College Library also offers external members (Research Scholars) to refer books that are to pursuing Higher education. Regular students can take the books on their Library card the Library collection includes various resources on various fields of education and Research. The Library is

computerized and automatics all its operations with Bar Code enabled application. Library is using soul which is the state of art of software developed by UGC - IN FLIBNET for a unique range and SOUL - 2.0 package.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://stjosephbedcollege.ac.in/library.php
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

15999

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

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

158

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

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

Two of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

4.3 - ICT Infrastructure

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

The ICT facilities are available to the staff and student teachers. All computers in the college have UPS facility with server windows monitored and Antivirus updated on a daily basis and full system backup of MS office done every quarter. We have framed faculty member to provide regular support service relating to computer hardware and soft ware.

New software in administrative for admissions, payment of fees and other payments are installed administrative staff are trained to handle new software and online procedures.

Internet facility and Wi-Fi connections are made available in class books, library, teaching faculty rooms seminar halls, Auditorium and conference halls. The Wi-Fi connection is from ion broadband internet and solar energy support the library is automatic with such sandbur and "N - list.

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

4.3.2 - Student – Computer ratio during the academic year

1:2

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
---	-----------------------------

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://stjosephbedcollege.ac.in/academics.php
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	http://stjosephbedcollege.ac.in/academics.php
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

381072

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

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

Physical infrastructure is well maintained and upgraded with necessary requirements to ensure a comfortable atmosphere. Regular cleaning is done and once in a month deep cleaning and sanitization is done.

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

The laboratories are maintained and staff in - charge take care of stock checking. Laboratory equipment is periodically serviced and maintained. The working models prepared by the student teachers are added to the stock register.

Library is stocked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically done. Pest control is done on a regular basis to prevent silver fish and book works.

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit the students can use the borrowed books for 15 days time and faculty members can use the books up to a semester.

File Description	Documents
Appropriate link(s) on the institutional website	http://stjosephbedcollege.ac.in/infrastructure.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
7	91

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

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

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

8

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

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

1

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

5.3 - Student Participation and Activities

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

Student Council of St. Joseph's College of Education for Women, Guntur. Plays a vital role in academic and co-curricular activities which are carried throughout year, variety of programs were arranged and initiated by the student council of the college. Student council takes major initiative in planning various programmes council members try to solve the difficulties of students. This Council orients students about various curricular & co-curricular programmes. Student council members of the college organize different inter-collegiate competitions, and prepare groups of cultural programmes, draft the entries & send registration forms to concerned colleges. Student council takes initiative regarding cleanliness of college premises. St. Joseph's college of education for women, Guntur student council members inform student's problems to staff members in charge of it. Student council takes active participation in arranging academic enrichment programmes as well as programmes organized by different committee members. For allotting internship schools, students were asked to give their nearby schools. So that, basing on their priority, schools were allotted.

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

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

1

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

5.4 - Alumni Engagement

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

St. Joseph's ALMA -The Alumnae Association of St. Joseph's college of Education for women, Guntur is functioning actively since 1996 from the Golden jubilee of the institution onwards. The Alumnae association of our college is the back bone of our alumnae members which is supportive to our students for their career and other activities for quality enhancement in the field of education and other related fields of extension services.

We are very proud to say that many of our alumnae are in higher position in central state governments and private organizations. The members of Alumnae Association the persons working in other reputed institution including our faculty members who are Alumna of our institution.

The alumnae contribute to the growth and development process of the college. The alumnae helps in establishing networking with all students, it helps the college in updating about the placements of pass out students in schools. Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college. Helps in publicity.

In this year of Covid 19 Alumnae association Google meeting was conducted in a novel mode and all the Alumnae members shared their burden and their experiences towards this pandemic regarding precautions, diet and other issues related to Covid 19.

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

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

Five/Six of the above

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

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

1

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

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

The college conducts various programs for alumnae at least once in a year. The alumnae attend to the programs and share their experience in the college to the existing batches of students in their curricular, cultural, extension activities and academic activities like Micro, macro teaching, teaching practice and internship experiences. The alumnae share their experiences regarding strengths of the college opportunities and challenges to face in the future situations.

As part of the B.Ed., orientation program alumnae mentoring is done on a regular basis. The alumnae members are called as Guest speakers to address our students. The college utilizes intellectual inputs of the alumnae who work in academic and professional fields to enrich and enhance the quality of Curriculum. Students are accommodated in nearby practicing schools during internships where many of our alumnae serve as heads of Institutions and Academic faculty. They serve as mentors for the students and provide them the necessary support during their internship. Thus Alumnae Association act as an effective support system in motivating and providing energy required for the students to complete the B.Ed. programmes wholeheartedly.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision and mission of the statement

Vision:

- To retain the standards of excellence in Education.
- To be a resource center for schools and colleges of Education.
- To grow into an exemplary seat of Higher learning.
- To strive to vander selfless service to the society.

Mission of the College:

- Empowerment of women, especially the poor and the down trodden through quality education.
- To prepare teachers with emotional integety, 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 4D's - discipline, dedication, devotion, and duty mindedness. And the co - ordination of 3H's - head, heart and Hand.

The aim of the institution is to provide quality education in pedagogical practices heart, which is the foundation for formulating both curricular and co - curricular programme.

The elements of the maxim of teaching methodologies and through co - curricular activities. Code of professional ethics is an integral aspect of the institution which commences from entry to the summative level of the programme. Being a Christian minority college run by JMJ society, the spiritual faith meetings, spiritual retreats, reflective reading on spiritual quotes in regular assembly, celebration of all festivals to understand the core - value of spiritualism.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution practices and promotes the culture of decentralization and participative management by involving the teaching, Non - teaching and selected students in various academic and non - academic activities.

The principal and the faculty of the institution work collaboratively and work on the institutional perspective plan. The management Board of studies. The College Board of studies. And academic governing body also take initiative and make policies out and well in corporate in the academic calendar. Before the start of the academic year, the assignment staff circulars. Responsibilities are communicated through and through staff meetings.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The institution conducts internal and external financial audits regularly. The institution has finance committee which comprises principal, correspondent, college accountant and four senior faculty members of the college. These committee members. Take decisions to allocate the budget for the academic year.

Academic: to ensure innovation in teaching and learning the principal work in co - ordination with academic committee and with all methodology faculty members for the quality improvement. During the covid pandemic the teaching process is conducted online.

Administrative and other functions:

The admissions of the student is based as per AP Ed CET rules and regulations. The allotted students will be send through mails to the college.

The institution is being a minority institution, the admission to

management quota is also merit based.

The M.Ed students are allotted through A.N.U PG CET.

All the procedure of administration committee keeps to those dates.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The institutional strategic perspective plan is effectively deployed.

1. Provided wi - fi facilities to all teaching and non - teaching staff for academic purpose.
2. Library has an inflibnet facility. Using which a number of e- journals and books are made available for students and faculties during the pandemic situation.
3. Various apps and platforms such as zoom, G meet, are used to create virtual classroom.

A swift transition from offline to the online system.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The functioning of the institutional bodies is effective and

efficient as visible from policies,

Functions of the institutional bodies:

1. Management governing Body.
2. Autonomous governing Body.
3. Academic council.

IQAC.

The management of the college constitutes of the congregation of JMJ society. It is the highest decision making body which is in constant touch with the principal on all matters pertaining to the smooth functioning of the institution.

The governing body of the management meets at least once before commencement of academic year to discuss issues related to finance, infrastructure, and matters related to the overall development of college.

The autonomous governing body meets twice every year to discuss the issues related to research publications, in the UGC approval journals. Suggested some job - oriented skill development programmes like cookery classes, beautician courses to be organized as our college is Autonomy.

The academic council meets once in a year and discuss the curricular aspects and suggested some certificate courses, non - core papers, and changes in syllabus.

Staff council meetings are held at least twice every semester for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and co - curricular activities.

The college has internal quality assurance cell (IQAC) which works towards realization of the goals of quality enhancement and sustenance.

The IQAC plays an important role for monitoring the internal quality of the institution.

File Description	Documents
Link to organogram on the institutional website	https://www.stjosephbedcollege.ac.in/Governance.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

The St. Joseph's College of Education constituted different committees and cells for planning and implementation of various activities. The committees / cells regularly conduct meetings to discuss relevant matters and appropriate decisions there of and minutes of the meetings are duly accorded.

The objective of cultural committee is to bring out various talents of the students. To fulfill its objectives, the committee conducts various activities regularly.

The IQAC body is established in the year as per the guidance of NAAC committee during assessment in first cycle. In every academic year three to five meetings are held and various new agenda points

are discussed and decisions are taken appropriately as required. In the same way after completion of admission the education club is formulated every two year as B.Ed course converted into two year program.

For each new botch, various committees / cells were formulated and various responsibilities of the committees are distributed voluntarily and the members of the committees take suitable necessary decisions.

The online teaching remained in progress due to lock down throughout the year therefore by using various platforms like teams, zoom, Google meet, were used in teaching - learning process.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Welfare policies are in existence and are being effectively implemented for both teaching and non - teaching staff.

To keep the faculty updated with the latest trends and innovations, the faculty are relieved for refresher courses short term courses / workshops.

The staff will be sent to attend seminars, extension lectures in other colleges.

To do research work, wifi network, library and all other resources will be provided in the college.

Health awareness programs are organized for the faculty for the well being.

One day tours are organized as an outdoor excursions for the faculty.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

13000

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

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

3

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

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

0

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

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

The institution has made certain mechanism to assess the teaching and non - teaching staff. The evaluation of teaching staff is done through feed back. Filled by the student teachers.

API form is filled by every teaching is scrutinized by IQAC committee. After reviewing the confidential reports are sent to the management. The management will conduct a review meeting and discuss with all the staff about their performance in general and provide suggestions for further development.

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

6.4 - Financial Management and Resource Mobilization

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

Internal audit is conducted once in a year by the management committee. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted. To provincialate through principal. external audit is conducted once in every year by Acharya Nagarjuna University.

The mechanism used to monitor effective and efficient use of financial resources are as below.

1. Before the commencement of every financial year, college correspondent submits a proposal on budget allocation, by considering the recommendations made by principal to the management.

College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationary, and other consumable charges Non - recurring expenses like lab equipment purchases, furniture and other development expenses.

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

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)**13000**

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

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

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development to support teaching learning process.

All the major financial decisions are taken by the institute's financial committee and governing body. After approval of budget the purchasing process is initiated by purchase committee, accordingly the quotations called and purchase orders are placed after final negotiations.

All transactions have transparency through bills and vouchers. The bill payments are passed after verification of items.

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

6.5 - Internal Quality Assurance System

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

IQAC of the institute persistently strives from framing strategies to bring about an effective cohesive and mutually beneficial networking between the members of the alumni, to improve the members of the alumni, to improve the teaching - learning process through increased used of ICT, skill development courses, arranging for fieldtrips, assisting in placements.

Providing information on latest seminars, conferences, workshops, guest lectures in the institution, training program, career consultations.

IQAC prepares and submits annual quality assurance report as per. The guidelines and parameters of NAAC.

IQAC of the institute has been instrumental in implementing many innovative teaching learning methods in the form of lectures, skill oriented programmes, supportive classes.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

The IQAC continuously reviews and takes steps to improve the quality of teaching - learning process.

- **The academic calendar is prepaid in advance, displayed and circulated.**
- **All newly admitted students were given orientation programme, in which they are made aware of subjects, uniqueness of education system, teaching learning process, the system of continuous evaluation, compulsory core courses, and culture of the institution.**
- **Student are also given a guided tour of the campus and the various facilities.**

- **Green initiatives in campus.**

MOU's with institutes.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Maximum three internal experts reviewed the B.Ed&M.Ed departments and suggested their views. Programme outcomes, programme specific outcomes and course outcomes have been framed to satisfy the national and global needs. St. Joseph's College of Education for Women offers 3 programmes from UG to Ph.D. levels. The college has 26well-qualified teaching faculty and 179students. The faculty-student ratio is 1 :7. All the classrooms, seminar halls and laboratories have ICT facilities. Science laboratories are equipped with state-of-the-art facilities., disabled-friendly toilets. Library has 1,62,722textbooks and reference books, journals, videos, access to e-resources, Library Management Software , and E-content resources. Archives have a collection of rare books (1405). infrastructure for sports includes a field for various games (Volleyball, Basketball, Badminton, Kabaddi, etc.), gymnasium, and an indoor stadium accommodating basketball court, volleyball court and badminton court . It is mandatory for the first and second-year B.Ed.&M.Ed. students has to do the Extension Activities .

The College achieved after second Cycle:

- Remedial classes to be improved.
- Mentor-mentee system to be streamlined.
- Collaboration and MoU should be encouraged.
- Incubation centre being established.
- Multidisciplinary Research has been enhanced. .
- Placement and student progression details should be maintained.
- Alumni meetings and contributions should be recorded properly.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The energy policy of the St. Joseph’s College of Education for Women articulates in organizing structured programs to promote awareness on the proper management and conservation of energy that models a resource - efficient and low - carbon campus.

SJCE environment policy.

The energy management cell should carry out the action plan and ensure the energy resources are made available and utilized optimally.

Energy optimization Plan.

- Regular monitoring and bench marking resource use and waste generation.
- Periodic maintenance and replacement of other lights / lighting fixtures to L.E.D.
- Maintaining a sustainable approach by use of existing equipment efficiently till its life cycle ends and replacing with more efficient equipment when necessary.

- Reduce - e waste to maximum with proper maintenance, before on to replace and recycle stage.
- Maximum use of day light for indoor illumination and natural ventilation has to be promoted in classrooms and office rooms.
- Maximum use of renewable energy - grid interactive solar PV system installed in the campus.
- Provide training for faculty and students about energy management.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

Institution has a stated policy and procedure for implementation of waste management. Our institution has deep concerns to protect the environment, health and well - being through implementation of effective waste management practices such as segregation, recycling and composting. SJCE has goal for sustainable and holistic waste management and providing a safe, healthy and conductive work environment for students, teachers and visitors. The SJCE college has a duty to ensure that all the campus wastes are disposed of responsibly by using proper waste segregation mechanism at the source and if possible wastes converting it in to value added environment friendly product.

Furthermore, the medical waste and hazardous wastes are disposed or managed by government approved, Contractors.

The institute will adopt the principles of the best practicable environmental option in the delivery of waste management services. SJCE follows waste hierarchical approach to reduce, reuse and recover waste products in preference to the disposal of waste.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Two of the above
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
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	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
St. Joseph's College of Education has great responsibility in producing the good teacher educators with the ethical values. Our institution has its major focus on these aspect i.e. environmental aspects. To attain this aspects in the students the institution has a very pleasant environment filled with plants, trees in organized manner to give beautiful look and pollution free environment. The green audit is done once in every year to check the status of greenery maintenance and to check the need for	

enhancement. The green practices of the institution are carried out by Haritha Sobhitha (Eco-Club). We encourage to planting trees and distribution slapping to the guests. Every day college campus should keep neat and clean and also garden maintained by the Gardner.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Our institution always stands ahead in transmitting Indian culture by celebrating all National events and festivals. In addition to regular national festivals, Communal Harmony week was observed and students from local Colleges of Education were invited and different activities and competitions were conduct to slims, it help our students understand their culture, habits and style of living.

As a part of community practices, the students visit to Mano Vikas Kendra - a school for mentally challenges children and Nirmal Hridaya also observed. Solidarity day was observed to raise funds to help the poor and needy.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

BEST PRACTICE -1

1. Title of the practice

JPIC Justice, peace, and integrity of creation

1.

JPIC conducts the activities related to justice equality integrity of nature every year.

1. Objectives of the Practice.

JPIC has four pillars spirituality, formation, fraternity and apostolate.

1. The content:

SJCE through JPIC conducted activities of social justice and charitable works, some of the the examples.

- Work to improve the education system

- Support environmental protection levels

◦

1. The Practice:

Our college practises social services activities

1. Evidence of Success

By conducting Solidarity to raise Funds to help poor and needy.

1. Problems encountered.

•

1.

We develop among our students empathy and compassionate through this activities.

BEST PRACTICE-2

1. Title of the practice :

Maintaining the standards of the college.

1.

SJCE stands for love. Service and joy.

1. Objectives of the practice:

- To impart training for the development of the 4D'S - Discipline, dedication, and Duty mindedness and the coordination of the 3H's -Head, Heart and Hand.

1. The content :

Conducted workshops for Career guidance

Conduct webinar.

Conducted workshop on human rights

1. Evidence of success:

student were endowed with knowledge and values.

1. Problems are encountered :

Some of our students face the internet problems to attend the online teaching learning programme.

1.

SJCE prepare student teaches as efficient and effective teachers through different curricular and co-curricular activities.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Academic excellence:

The most distinctive feature of SJCE, Guntur is Academic excellence for which the college well - known in this region and all over Guntur. All the principles and correspondents worked to the best of their ability to wards the existing status of the college. The college has also experienced very long and dedicated services of many staff members - teaching and non - teaching. All the teaching staff has doctoral degrees.

The academic discipline was particularly evident during covid pandemic when the classes were conducted online. We decided to engage the students in academics by online mode even when such

initiatives were not even advocated by the government. The college has highly experienced and dedicated team reactions of faculty contributing for excellent academic performance of the students. We are amongst the first choices for admission by the aspirants owing to the quality of education, rich facility, experienced faculty, outstanding academic results, excellent placement records and highly disciplined safe atmosphere.

Future plans of action for next academic year.

- Online courses to be designed by the faculty.
- Paperless office.
- Student enrichment activities.
- Implementation of NEP 2020.
- Plan for conduct online seminar.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded