

St. Ann's College of Education (AUTONOMOUS)

Accredited by NAAC with 'A' Grade - 3rd Cycle

S. D. Road, Secunderabad – 500 003

AQAR Report 2018-2019

St. Ann's College of Education

(AUTONOMOUS)

(Accredited by NAAC with 'A' Grade - 3rd Cycle)

S. D. Road, Secunderabad – 500 003

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Annual Quality Assurance Report

2018-2019

The Annual Quality Assurance Report (AQAR) of the IQAC

(For Autonomous Colleges)

Part – A

AQAR for the year

2018 - 2019

1. Details of the Institution

(data may be captured from IIQA)

Name of the Institution

St. Ann's College of Education
Autonomous

Address Line 1 Address

9-1-82/1

Line 2 City/Town

Sarojini Devi Road,
Secunderabad

State

Telangana

Pin Code

500003

Institution e-mail address

stanns_college@yahoo.com

Contact Nos.

040 27804604

Name of the Head of the Institution

Prof.Dr.Sr.MarryKutty P.J.

Tel. No. with STD Code

040 27804604

Mobile

8333043723

2. Institutional Status

Autonomous

Autonomous Status
*(provide the date of Conformant of
Autonomous Status):*

First: 2005: 5.07.2005
Second: 2012: 08.01.2013
M.Ed: 02.07.2015 (By OU)
Third: 2018: 28.12.2018

Type of Institution:Co-education/Men /Women	Women
Location: Rural/Semi-urban/Urban:	Urban
Financial Status	Grants-in aid/ UGC 2f and 12 (B)/ Self financing: Grants-in aid/ UGC 2f and 12 (B)/ Self financing
Name of the IQAC Co-ordinator:	Dr.Ruma Roy
Phone No./Alternate Phone No.	040 27804604
Mobile	9652846477
IQAC e-mail address	iqac@stannscoe.com
Alternate Email address	stanns_college@yahoo.com

3. website address

Web-link of the AQAR:
(Previous Academic Year):
<http://stannscoe.com/iqac>

www.stannscoe.com

4. Whether Academic Calendar prepared during the year?

Yes/No....., if yes, whether it is uploaded in the Institutional website:

Weblink:[https://stannscoe.com/mandatory - 2018-20 academic calendar](https://stannscoe.com/mandatory-2018-20-academic-calendar)

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	A	85.45	2002	from:2002 to: 2009
2 nd	A	3.23	2009	from:2009 to:2014
3 rd	A	3.23	2015	from: 2015 to: 2022

6. Date of Establishment of IQAC: 15-04-2006

7. Internal Quality Assurance System

7.1 Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
Staff Meeting	6.07.2018	18
IQAC Meeting	28.07.2018	12
Board of Studies Meeting	8.08.2018	21
Academic Council Meeting	18.08.2018	18
Governing Body Meeting	04.09.2018	15
Staff Meeting	16.10.2018	21
Autonomy Inspection by UGC expert team	16.11.2018 17.11.2018	6
Staff Meeting	02.02.2019	21
Governing Body Meeting	19.03.2019	15
Staff Meeting	17.04.2019	21
Staff Meeting	06.05.2019	21
IQAC Meeting	15.06.2019	12
Board of Studies Meeting	15.07.2019	21
Staff Meeting	06.08.2019	21
Academic Administrative Audit (AAA) conducted and its follow up action (Internal)	12.12.2018	18
Financial Audit	17-11-2018 25-4-2019	28
Staff Meeting	20.09.2019	21
Staff Meeting	14.11.2019	21
Staff Meeting	12.12.2019	21
PTA Meeting	13.10.2018	37
Student Feedback	04. 04 .2019	44

Note: Some Quality Assurance initiatives of the institution are:

(Indicative list)

- *Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements*

- *Academic Administrative Audit (AAA) conducted and its follow up action-12.12.2018*
- *Participation in NIRF*
- *ISO Certification*
- *NBA etc.*
- *Any other Quality Audit*

8. Provide the list of Special Status conferred by Central/ State Government-
UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
UGC	Autonomous	UGC	2019	8,00,000.00

9. Whether composition of IQAC as per latest NAAC guidelines: Yes/No:

*upload latest notification of formation of IQAC:

10. No. of IQAC meetings held during the year:

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the Institutional website.

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

If yes, mention the amount:

12. Significant contributions made by IQAC during the current year

* Upgradation of the tools used to asses curricular and co-curricular activities by faculty and e-content development

* Seminars and workshops conducted (National and State Level)

* Publication: Book: Drama and Art in Education (In house Publication)

ISBN: 978-81-931143-5-3

* College Journal Pedagogy and Praxis Vol IX, October 2018

* Introduction of new Certificate Course on Educational Management

* Revamping of syllabus at B.Ed. & M.Ed. level.

* Assessment Rubrics

*Training in SPSS

13. 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

Sl. No	Plan of Action	Achievements/Outcomes
1	Planned Induction programme	<ul style="list-style-type: none"> ✓ Clarity regarding the vision, mission and the functioning of the institution. ✓ Perceiving the enriched course structure and evaluation system ✓ Focusing on the expectations of the learner ✓ Acquainting with Annite Culture
2	Effective implementation of Peer teaching and innovative teaching, Internship programme with teaching for different levels.	<ul style="list-style-type: none"> ✓ Improving and integrating teaching skills ✓ Accomplishing teaching competencies ✓ Adaptation of novel strategies in teaching learning process. ✓ Observation and teaching in different Boards
3	Designing projects for developing 21 st century skills such as working in teams	<ul style="list-style-type: none"> ✓ Cooperative living & collaborative strategies for efficient team work ✓ Effective Communication Skills ✓ Compilation of Video. ✓ Summarising and presenting integrating technology
4	Practical oriented development of ICT skills SPSS package for statistical interpretation of research data by M.Ed. students	<ul style="list-style-type: none"> ✓ Developing ICT skills to use Microsoft ✓ Presentation of video lessons ✓ Analysis of research data for compilation of dissertation
5	Regular mentor meeting	<ul style="list-style-type: none"> ✓ A sense of bonding & security developed among the students ✓ Continuous formal and informal mentoring of students for psycho-social potential development ✓ Improvement in scholastic and co- scholastic domains
6	Enriching club activities	<ul style="list-style-type: none"> ✓ Entertaining and engaging in club activities ✓ Extended learning ✓ Comprehensive attainment
7	Forwarding all handouts through common mail Compilation of all seminars and assignments for knowledge sharing	<ul style="list-style-type: none"> ✓ Exposure to self-learning and individualised learning through flipped classroom, discourses, discussions ✓ Sensitise the learners on knowledge sharing
8	Community programme throughout	<ul style="list-style-type: none"> ✓ Sensitivity and responsibility towards community

	the year	problems ✓ Involvement in relevant government-initiated programmes and relevant schemes
9	Regular seminars presentations	✓ Self- learning, self-reflection on the topics
10	Value added courses	✓ Improved Classroom transaction. ✓ Conducting programmes/events with confidence ✓ Enhancement of life skills
11	Effective planning of ISB	✓ Compilation of reflective practices. ✓ Focus on internship planning ✓ Community work/Project/ Research work.

14. Whether the AQAR was placed before statutory body? Yes /No: Yes

Name of the statutory body: Governing Body Date of meeting(s):

Name of the Statutory Body	Date of Meeting(s)
Governing Body Meeting	19.03.2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning?

Yes/No:

Date:

16. Whether institutional data submitted to AISHE: Yes/No: Yes

Year:

Date of Submission:

17. Does the Institution have Management Information System?

Management Information System

Management Information system (MIS) is very important for an educational institution. MIS is the use of information technology, people, processes to record, store and process data to produce information that can be used in finding solution for emerging problems. The MIS serves the purpose to extract data from varied sources and enables to reflect on the growth of the institution. Thus, the system in place not only provides information and communication as required within the institution, also make provision for effective decision making. The staff, stake holders and members of different statutory bodies are networked for all need-based requirements. The MIS includes Contentment Management Software on PHP programming language for sharing of all important documents such as academic calendar, syllabus, and attendance, important notifications and so on to students, faculty and stakeholders through the Rify Hosting Private Limited. The cooperating schools are informed about the internship programme. The board members are kept updated about the important agendas of the college, the

meeting and also the minutes of the meeting. The connectivity with the parent university adds strength to institutional functioning. The MIS is managed by professional support staff. All inputs regarding students' profile, faculty profile, admission process, projects undertaken, internship details, fee remittance, biometric attendance are documented on the system folders. College MIS works at three levels; operational management, tactical management and strategic management. Operational management included documentation of all fundamental activities and basic transactions on Microsoft. Day to day proceeding such as biometric attendance, competitions held, project allotment, school internship programme and other aspects are a part of tactical management. The agenda of staff meetings, statutory bodies meetings for decision support system as a part of strategic management is based on the analysis of the information in the data base. The manual information system input forms the basis for MIS. The information is documented, recorded, stored for retrieving whenever required. The MIS not only helps data processing with accuracy and minimized errors and duplication that give easy access. The different software used are PC voice for accounts, Data base for salary calculation is supported with windows. The hardware includes 5 PC systems, 2 scanner-printers. The examination cell works autonomously and supported with "Evaluation system Software-Version2" for documentation and generation of certificates. The cell is provided with two computers, scanner, printer and xerox machine. The communication is facilitated with intercom, landline and mobile networking. All aspects work in coordination for efficient functioning.

Teacher educators contribute in Design and Development of the Curriculum. The MIS is used to organize and process the information, to make decisions during the Board meetings and re-frame need based curriculum. Library offers book-bank, ICT facilities, Internet connectivity, reprography, printer which are under tactile management. Issue and return of books through bar coding system and Newgenlib. IQAC is provided with Wi-Fi facilities and other requirements. All documentations and feedback analysis is part of management information system. The planning and organization of UGC extension of autonomy and latest development and policies was documented by IQAC in coordination with administration.

Part-B

CRITERION I – CURRICULAR ASPECTS	
1.1 Curriculum Design and Development	
1.1.1 Programmes for which syllabus revision was carried out during the Academic year	
Name of programme	Programme Code
B.Ed.	013
M.Ed.	1640
1.1.2 Programmes/ courses focused on employability/ entrepreneurship/ skill development during the Academic year	
Programme	

- ✓ B.Ed.
- ✓ M.Ed.
- ✓ Entrepreneurship Project
- ✓ Conversational English
- ✓ Computer Education
- ✓ Theatre Arts
- ✓ Critical Understanding of ICT
- ✓ Drama and Art in Education
- ✓ Educational Management

1.2 Academic Flexibility

1.2.1 New programmes/courses introduced during the Academic year

Programme/Course	Date of introduction
Certificate course in Basic Skills in Counselling	15.07.2019
Certificate course in Soft Skills	15.07.2019

1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of Programmes adopting CBCS	UG	PG	Date of implementation of CBCS / Elective Course System	UG	PG
	B.Ed.	M.Ed.	1.10.2015 (B.Ed.) 26.10.2015 (M.Ed.)	2015	2015
Already adopted (mention the year) 2015					

1.3 Curriculum Enrichment

1.3.1 Value-added courses imparting transferable and life skills offered during the year

Value added courses

- 1) Certificate course in Conversational English
- 2) Certificate in Computer Education
- 3) Certificate course in Theatre Arts in Education
- 4) Certificate course in Choreography
- 5) Certificate Course in Educational Management
- 6) Certificate course in Art and Craft

1.3.2 Field Projects / Internships under taken during the year

Project/Programme Title	No. of students enrolled for Field Projects / Internships
Internships &Field Projects: B.Ed.-I Year Case study Project Communicative English Project School Study Project Cultural Studies Project B.Ed. -II Year Action Research Community studies project e-Portfolio M.Ed. Communication skills in English Community engagement programme	B.Ed. -I Year Students :78 B.Ed.- II Year Students :74 M.Ed.- I Year Students: 21 M.Ed. -II year Students: 27
School Internship of B. Ed students ✓ Primary Level ✓ Upper Primary Level ✓ Secondary level Internship of M.Ed. students ✓ B.Ed. College ✓ Special Schools	B.Ed. -I Year Students :68 B.Ed.- II Year Students :79

1.4 Feedback System

1.4.1 Whether structured feedback received from all the stakeholders

1) Students	2) Teachers	3) Employers	4) Alumni	5)Parents
Yes	Yes	Yes	Yes	Yes

1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution?

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Feedback procedures and respective tools are standardized and are tailor made using scientific batteries. Feedback from the Quality Assurance rubric throws light on the overall satisfaction and suggestions from the students' specially to focus more on the areas like a) Digitally supported classrooms b) Internship on Special Education Centers of learning c) Infra-structural conveniences. Overall remarks are positive towards Principal's report analysis. Analysis of the tool designed towards implementation of government programmes and its accessibility to bring awareness in the society through twinning programmes of the college is appraised as a dynamic mechanism. This feedback in turn paved way for further strengthening the modalities of channelizing the goals of the society into institutional aims and achieve them at different levels. Rubric is designed to analyse the degree of quality in the teaching learning process which are based on: i) Transaction of the content ii) Teacher –student interaction iii) Innovative lessons and ICT integration and iv) Educational significance. Semester wise feedback is obtained from the student teachers and statistically interpreted using a scale ranging from i) satisfactory ii) good iii) very good as these 3 parameters. Semesterwise feedback analysis reflects as very high satisfaction level for Pedagogical Subjects, Blended Learning, innovative practices, ICT integration during the transactional period. Some of the subjects which are highly rated shows that the curriculum of this college being on autonomous institution has achieved the quality parameters in the content, organization and transaction of those subjects. This feedback analysis on the syllabus and the practical aspects during the formative phase bring forth the intensity of the course content designed and the significant levels of the transactional capabilities of the Teacher educators. The feedback rubric and the follow up analysis provides an insight into the content revision required and to re-schedule the weightage assigned and scope of re-designing wherever gaps are found.

Feedback analysis explicitly proves the worthiness of Portfolio Management, 'Reflective Journal' and 'Understanding the Self', all the three are potential back-up for building the self-esteem and the teacher competencies among the student teachers'. This analysis led the institution strives into new areas like a) Early Childhood Care and Education (ECCE) pedagogy b) Vision-Mission based pedagogical practices and c) Creative open-ended lessons surpassing the restrictions of Bloom's Taxonomy. The students' feedback analysis consistently shows a constructive feedback from the co-operating schools, in all the semesters, with respect to the performance of the student teacher trainees during their internship. And this makes the rapport between the institution and the cooperating schools more cordial to perform better.

Feedback on the Quality assurance rubric applied and analysed were scrutinized establishing a gymnastic centre, open to the study tours and field visits which student teachers yet to pick up. Field trips are organized project and subject wise. Digitalisation in the campus is another area focused on. The analysis is also focused on the student's viewing and for more exposure for an internship at special schools. An MOU was amended with NIMH for an exposure for pedagogical practices for the M.Ed. students.

CRITERION II -TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1. 1 Demand Ratio during the year

Name of the Programme	Number of seats available	Number of applications received	Students Enrolled
B.Ed.	100	250	74
M.Ed.	50	60	21

2.2 Catering to Student Diversity: Students from different backgrounds such as

- a) Rural and urban
- b) Linguistic variations
- c) Varied socio - economic backgrounds
- d) Cultural diversities of various states
- e) Graduates, Post Graduates, MBA Graduates, Engineering Graduates,
- f) Differently-abled

2.2.1. Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full-time teachers available in the institution teaching only UG courses	Number of full-time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018-2019	74	21	15	6	7

2.3 Teaching - Learning Process

2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of teachers on roll	Number of teachers using ICT (LMS, e-Resources)	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
21	20	<ul style="list-style-type: none">✓ Microsoft office✓ Youtube videos✓ LCD Projector✓ Interactive Board✓ Video Editing software: Premier Pro 5.5✓ Language Lab: PTNL✓ Statistical Package :SPSS	5	3	<ul style="list-style-type: none">✓ INTERNET✓ e- Journals✓ INFLIBNET✓ Recorded videos✓ PowerPoint presentations✓ Self-instructional material

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2.3.2 Students mentoring system available in the institution? Give details.

A comprehensive mentoring programme approach is moduled as a multi-faceted programme that offers academic, social and professional opportunities to students. Mentoring relationships are constructed at both the formal and informal phases. An effort towards the capacity building for socially responsible leadership is mentored throughout the academic inputs through peer mentoring approach and through structured and open-ended mentoring procedures.

Evaluation of student mentoring provides psychological support and academic advice through the well-designed mentoring strategies to perceive the lofty academic demands, high level of stress, anxiety and conflicts between various responsibilities shouldered by the students from entry to exit level. Quality of mentoring is thus maintained by involving principal at entry and semester wise, need based, faculty members, big sister approach involving senior students and counseling services who would offer probable problem-based strategies in confronting with unprofessional behavior. Students are guided by the faculty mentors in behavioral, academic and nonacademic matters helping them to reflect and know their strengths and weaknesses and to maintain psycho social well-being. Student mentees reported benefiting from the professional and personal development arising from the mentoring sessions.

Each Senior Peer member is assigned to motivate their Juniors employing the mirror based behavioural strategy and to suggest alternative, accountable, action-oriented tactics on a 1-1 basis or on a 1:15, faculty (Peer-Peer): student ratio.

A sponsorship mentoring access is offered in this institution, in which the mentors act more as a career influencer than a guide. Here the students are benefited to the varied opportunities opened for enabling them discover, decipher and decide on their path of advancements. The mentors do play the role of “Job-shadowing”. The mentoring process encompasses the developmental mentoring, which at the first level builds the confidence, concepts, skills and abilities in their wards.

Another phase of mentoring system is when successful alumni are asked to share their story line during the orientation phase of the programme. This is recognised as Reverse Mentoring Meeting Outcome”.

Following a flexible unstructured programme of mentoring, expertise, involved would make the students’ (mentees) to adopt a “Triangular-Data” method in which they are guided to analyse their 1) strength 2) weakness and 3) priorities as the three vertices of the triangle establishing the relationship between the growth areas, the mentees would by default learn to accept the best two, keeping the third vertex on hold for futuristic purpose. When the mentees are stable and balanced, they are introduced on a 1-1 basis to successful people and permitted to involve themselves in key meetings, as per their level of their capacity. This system is known as a “Safe Non-Job Community Setting” to explore

themselves as toast masters who lead a project. And before the closure celebrations and closing of the loop between the mentor, mentee and the institution, they get the privilege of co-authoring a rubric to set up goals of mentoring, designing the tasks, success criteria, time-frame and resources required. This also enables the institution to refer back to any techniques and strategies as an overall approach to either passive or active mentees.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio
B.Ed. 74	18	1:15
M.Ed. 21	5	1:6

2.4 Teacher Profile and Quality

2.4.1 Number of full-time teachers appointed during the year				
No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
Nil (No sanction of aided staff from 2004)	3	6	Nil	Nil

2.4.2 Honors and recognitions received by teachers			
<i>Year of award</i>	<i>Name of full time teachers receiving awards from state level, national level, international level</i>	<i>Designation</i>	<i>Name of the award, fellowship, received from Government or recognized bodies</i>
<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>

2.5 Evaluation Process and Reforms: introduction of online Examination

2.5.1 Number of days from the date of semester-end/ year- end examination till the declaration of results during the year				
Programme Name	Programme Code	Semester/ Year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester-end/ year- end examination
B.Ed. 2017-2018	013	Semester IV	28.04.2018	22.06.2018
B.Ed. 2018-2019	013	Semester IV	02.05.2019	10.06.2019
M.Ed.2017-2018	1640	Semester IV	28.04.2018	22.06.2018

M.Ed. 2018-2019	1640	Semester IV	01.05.2019	10.06.2019
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2.5.2 Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

**Do not include re-evaluation/ re-totaling*

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
Nil	B.Ed.: 142 M.Ed.: 48	Nil

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution

<https://stannscoc.com/mandatory-disclosures>

- ✓ Program outcomes are measured almost in congruence with the aims of the affiliated university norms and upon the vision and mission of our institution
- ✓ Campus Placement & recruitment at B.Ed. & M.Ed. level in International Schools, Private Schools and Missionary Schools.
- ✓ On demand placements
- ✓ Program specific outcomes are rechecked through portfolio reflection of the student teachers' feedback analysis.

2.6.2 Pass percentage of students

Programme Code	Programme Name	Number of students appeared in the final year examination	Number of students passed in final Semester /year examination	Pass Percentage
013	B.Ed.	68	68	100%
1640	M.Ed.	15	15	100%

2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance

<https://stannscoc.com/mandatory-studentsatisfactionsurvey>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 Promotion of Research and Facilities

3.1.1 The institution provides seed money to its teachers for research

✓ No. if yes give details			
Name of the teacher getting seed money	The amount of seed money	Year of receiving grant	Duration of the grant
Nil	Nil	Nil	Nil

3.1.2 Teachers awarded National/International fellowship for advanced studies/ research during the year

	Name of the teacher awarded the fellowship	Name of the Award	Date of Award	Awarding Agency
National	Nil	Nil	Nil	Nil
International	Nil	Nil	Nil	Nil

3.2 Resource Mobilization for Research

3.2.1. Research funds sanctioned and received from various agencies, industry and other organizations

Nature of the Project	Duration	Name of the funding Agency	Total grant sanctioned	Amount received during the year
Major projects	--	--	--	--
Minor Projects	2016-2017	UGC	80,000.00	60,000.00
	2017-2018	ICSSR	2,00,000.00	1,60,000.00
	2017-2018	ICSSR	2,00,000.00	1,60,000.00
	2018-2019	ICSSR	2,50,000.00	1,50,000.00
Interdisciplinary Projects	--	--	--	--
Industry sponsored Projects	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students Research Projects	--	--	--	--
International Projects	--	--	--	--
Any other(Specify)	--	--	--	--
Total		4	7,30,000.00	5,30,000.00

3.2.2 Number of ongoing research projects per teacher funded by government and non-government agencies during the years

Four:

- ✓ Two submitted final report to ICSSR
- ✓ Submitted : UGC
- ✓ One ongoing : ICSSR

3.3 Innovation Ecosystem

3.3.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and

Industry-Academia Innovative practices during the year		
Title of Workshop/Seminar	Name of the Dept.	Date(s)
One day State Level Conference – “Emerging Trends in English Language Teaching”	Education	28.03.2018
One day State level Workshop – “Assessment & Examination Reforms”	Education	29.03.2019

3.3.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category
Teaching Aids related to English Language Teaching	Best Teaching Aids	English and Foreign Languages University, Hyderabad (EFLU)	28.03.2019 & 29.03.2019	Appreciation & recognition prize

3.3.3 No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Centre	Name	Sponsored by
Nil	Nil	Nil
Name of the Start-up	Nature of Start-up	Date of commencement
Nil	Nil	Nil

3.4 Research Publications and Awards

3.4.1 Ph. Ds awarded during the year

Name of the Department	No. of Ph. Ds Awarded
Nil	Nil

3.4.2 Research Publications in the Journals notified on UGC website during the year

	Department	No. of Publication	Average Impact Factor, if any
National	-----	-----	-----
International	MBA	4	5.62
International	Education	2	5.86

3.4.3 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	No. of publication
Education	2

3.4.4 Patents published/awarded during the year			
Patent Details	Patent status Published/ Filed	Patent Number	Date of Award --
Nil	Nil	Nil	Nil

3.4.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index						
Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self-citations
English Language Teaching Lab & its Role in Empowering & Developing Proficiency of Telugu Medium Students	Dr.K. Veenalatha	International Journal of Basic and Applied Research IJBAR Volume VIII Number XI	Nov 2018	Impact Factor: 5.86	St. Ann's College of Education, S.D Road , Secunderabad	
Fostering Emotional Intelligence of Dyslexic Learners in collaboration with parents	Dr.Sarah Thomas	International Journal of Basic and Applied Research IJBAR Volume VIII Number XI	Nov 2018	Impact Factor: 5.86	St. Ann's College of Education, S.D Road , Secunderabad	
1.Micro and Macro Organizational Approach in stress management 2.Implementing Total Quality Management: The Annite way 3.Knowledge Management: An Annite Approach	Dr. Sarah Thomas & Dr. Sr. Marry Kutty.P.J Dr. T. Diana Jacob & Mrs. P Sindhu Bhavani Dr. Ruma Roy	International Conference of Innovation & Re-Engineering Practices for Sustainability	Jan 2019	Impact Factor: 5.62 UGC approved Journal	St. Ann's College of Education, S.D Road, Secunderabad Published by St. Joseph's Degree and PG College, Hyderabad, Telangana.	

4.A Study on Work-Life Balance of the Employees in the Field of Education	Dr. K.Veena Latha					
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3.4.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the paper	Name of the author	Title of the journal	Year of publication	h-index	Number of citations excluding self-citations	Institutional affiliation as mentioned in the publication
Use of Suggestopedia as an Innovative Strategy for Effective Classroom Management an Experimental Study of English Language Teaching (ELT) at Secondary School Level.	Dr.Sr.Marry Kutty P.J and Ann Glory	Pedagogy and Praxis	Ocotober 2018	--	--	Institutional
Open Book Examination to Enhance Student Conceptual Comprehension	Dr.Sr.Marry Kutty P.J and Sindhu Bhavani	Pedagogy and Praxis	Ocotober 2018	--	---	Institutional
A Study on the Attitude of School Teachers towards solid Waste Management	Dr.Jyothi Victoria and Kalpana	Pedagogy and Praxis	Ocotober 2018	--	---	Institutional
Anxiety among Psoriatic Patients in Hyderabad City.	Dr. Nirmala Chhava	Pedagogy and Praxis	Ocotober 2018	--	---	Institutional
Culturally Responsive Science	Dr. Ruma Roy	Pedagogy and Praxis	Ocotober 2018	--	---	Institutional

Teaching and Learning						
Thinking Processes in relation to the Spiritual Intelligence of Teachers	Dr. Ruma Roy and Annapurna	Pedagogy and Praxis	Ocotober 2018	--	--	Institutional
Perceptions of Student Teachers on Online Evaluation and Assessment for Enriched Learning.	Dr. Ruma Roy and Rahmath Unnisa	Pedagogy and Praxis	Ocotober 2018	--	--	Institutional
A Study on the Attitude of Teacher Trainees towards the two year B.Ed. programme	Dr. K Veenalatha and Meenakshi	Pedagogy and Praxis	Ocotober 2018	--	--	Institutional
A Study on Differentiated Instruction of In-service and Pre-service Teachers	Dr.Sarah Thomas and Nayela Afreen	Pedagogy and Praxis	Ocotober 2018	--	--	Institutional

3.4.7 Faculty participation in Seminars/Conferences and Symposia during the year

No. of Faculty	International level	National level	State level	Local level
Attended Seminars/ Workshops	6	3	2	5
Presented papers	6	1	Nil	1
Resource Persons	--	--	1	--

3.5 Consultancy

3.5.1 Revenue generated from Consultancy during the year

Name of the Consultant(s) department	Name of Consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Education	Emerging Trends in Pedagogy, Evaluation and Remediation	St. Andrews High School, Bowenpally, Secunderabad, TS	6500.00
Education	Phonetics and English Language for Slow Learners and Adolescents	Chedalawada English Medium School, West Godavari Dt. AP	6000.00

3.5.2 Revenue generated from Corporate Training by the institution during the year			
Name of the Consultant(s) & Department	Title of the Programme	Agency seeking training	Revenue generated (amount in rupees)
--	--	--	--

3.6 Extension Activities

3.6.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year			
Title of the Activities	Organizing unit/ agency/ collaborating agency	Number of teachers co-ordinate in such activities	Number of students participated in such activities
Field Trip Botanical Garden	St. Ann's College of Education	8	B.Ed. I year-30 B.Ed. II year- 31
UGC Recommended Rural Re-generation and Development	St.Gregorious Public School, Yacharam	2	B.Ed. II year-15
Community Studies B.Ed Swach Bharat Programme	Govt. of India, MHRD	11	B.Ed I Year-74 B.Ed II Year- 68
Community Studies Household Survey and ICT mediated Community awareness programme: Each one Teach one Programme	St. Ann's College of Education Govt. of India	4	M.Ed- 18
Plastic Free Environment	Eva Mary Junior College, Secunderabad	03	B.Ed II Year -68
Haritha Haram	Govt. of Telagana	11	B.Ed I Year- 74
Best out of Waste	Mr. Ragavendra Rai Vidya Niketan Vocational Training School, Delhi	11	B.Ed II Year-80 B.Ed I Year- 74
Remedial Teaching	Govt. High School, Hill Street, Secunderabad	6	B.Ed- 9
	Govt. High School, Paropkarini, Secunderabad	4	B.Ed- 8

3.6.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited
Swachh Bharat	Certificate	MHRD Government of India	74

3.6.3 Students participating in extension activities with Government Organizations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the Scheme	Organising unit/ agency/ collaborating agency	Name of the activity
Swachh Bharat	MHRD Government of India	Swachh Bharat
Rural Re-generation and Development	St. Gregorious Public School, Yacharam	Remedial and Awareness on Personal Hygiene
Each one Teach one Programme	Govt. of India	Non- formal Education & Adult Education
Haritha Haram	Govt. of Telagana	‘Van Mahotsava’ Planting & Distributing Saplings
Gender Disparity	Cooperating Schools	Awareness on Gender - Dramatics

3.7 Collaborations

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of Activity	Participant	Source of financial support	Duration
Minor Research Project	Dr. Veenalatha	ICSSR	1 year
Minor Research Project	Dr. Sarah Thomas	ICSSR	1 year

3.7.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)
<ul style="list-style-type: none"> Internship in Schools 	Pedagogical Practices	22 Cooperating Schools of Hyderabad & Secunderabad	28.07.2018 to 16.08. 2018

<ul style="list-style-type: none"> Placement 	Job shadowing	26 Schools of Hyderabad & Secunderabad	5.11.2018 to 22.12.2018
<ul style="list-style-type: none"> NIOS (National Institute of Open Schooling) 	Diploma in Elementary Education	NIOS Govt. of India	27.03.2019 to 12.04.2019
			25.02.2019 to 5.03.2019
			12.01.2018 to 22.12.2018

3.7.3 MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organization	Date of MOU signed	Purpose and Activities	Number of students/teachers participated under MOUs
NIHH (National Institute for the Hearing Handicapped)	10.04.2018	B.Ed. and M.Ed. Special Education Internship	M.Ed. Students:21 B.Ed. Students: 74

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
10,00,000.00	10,00,000.00

4.1 Physical Facilities

4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
10,00,000.00	10,00,000.00

4.1.2 Details of augmentation in infrastructure facilities during the year

Facilities	Existing	Newly added
Campus area	7 acres 10.36 Gts (including Model School)	
Class rooms	8	--
Laboratories	2	--
Seminar Halls	2	--

Classrooms with LCD facilities	4	1
Classrooms with Wi-Fi/ LAN	5	--
Seminar halls with ICT facilities	2	--
Video Centre	1	--
Computer Lab	1	---
Computer cum Language Lab		1
No. of important equipment's purchased (\geq 1-0 lakh) during the current year.	8	5
Value of the equipment purchased during the year (Rs. in Lakhs)	1, 74,000.00	60,860.00

4.2 Library as a Learning Resource

4.2.1 Library is automated {Integrated Library Management System (ILMS)}	
Name of the ILMS software	Nature of automation (fully or partially)
NewZenlib	Partially

4.2.1 Library Services:
List
Text Books
Reference Books
e-Books (e-Resources)
Journals & Magazines
e-Journals (e- Resources)
Digital Database
CD & Video
Library automation
Weeding (Hard & Soft)
Others (specify)
Distance Education Books
Indira Gandhi National Open University- School of Education Books
Madurai Kamaraj University
Annamali University
Madras University
Osmania University
Audio cassettes

4.2.2 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc	
Name of the student teachers (video lessons)	Name of the video lessons with subject

Ann K Jose Sr. Shinsa Sebastian Pooja Siddamshetty Kiran Mai B.Sarah Sudha Supriya Rachael	The Road not Taken- English Oh Captain, My Captain- English Force and Types of Forces- Physical Sciences Floating Bodies Quadrilaterals & Properties- Mathematics Expansion of Democracy- Social Sciences
---	--

4.3 IT Infrastructure

4.3.1 Technology Up gradation (overall)			
	Total Computers	Computer Labs	Others
Existing	44	24	5
Added	--	--	1
Total	44	24	6

4.3.2 <i>Bandwidth available of internet connection in the Institution (Leased line)</i>
MBPS /GBPS: 200 MBPS till 2000 GBPS

4.4 Maintenance of Campus Infrastructure

4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year	
Assigned budget on academic facilities	Expenditure incurred on maintenance of academic facilities
10,00,000	10,00,000

<p>4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)</p> <p>This college has always secured the maximum credits for the infrastructure and maintenance. As per the policy the physical structure is so designed to meet all the rules and regulations of the NCTE norms.</p> <p>Physical: Adequate funds are allocated for upgrading the infrastructural facilities from time to time. The complete electric connections with new wiring were replaced for better lighting and to ensure safety. Washrooms were upgraded and modified to cater to the needs of special students for an inclusive environment and for the UG/ PG programme. Ramps at the entrance provides easy mobility. The campus is supervised and beautified with different species of flora and medicinal plants. An aquarium at the entrance is a feast for the eyes and heart.</p> <p>Academic:</p>
--

The faculty members' acts as resource persons; to cooperating schools on request. The orientation and workshops includes innovative and pedagogical practices, acts as personnel for review and provide suggestions for improvement in the teaching learning process. Academicians are invited from various fields to address both UG and PG periodically for induction programme, guest lectures, seminars and conferences in new areas of knowledge both scholastic and co-scholastic domains. Alumni are given opportunities to utilize the premises to orient the future teachers to different areas of growth and development for them to pursue, encouraging the student teachers' an exposure to expand knowledge.

Laboratory:

The required equipment, chemicals and audio-visual aids are listed from the catalogues by respective faculty and call for quotations. After analyzing, the orders are placed and requirements procured. The laboratory is regularly used for demonstration and student presentation. The uses of laboratory are maximized by conducting classes regularly in pedagogy, peer teaching, innovative teaching sessions and workshops. The institution is always opened for the co-operating school teachers' to have access to any support material, video lessons recorded, lesson plans and laboratory equipment's.

Library:

The library is restocked with required books. The catalogue from different publishers is shared with all faculty members. The orders are placed periodically. During the book exhibition from selected publishers the faculty and students select the books. Other than academic, books of great value are purchased for self-development. The books are also selected by the library committee. The library is utilized not only by the faculty, students, but also by alumni and students of other universities. Library is equipped with facilities for Xerox, scanning and downloading benefits. The library is partially auto- mated.

Sports Equipment:

Sports equipment's related to a number of sports activities have been included. There are facilities for indoor and outdoor games. Facilities regarding sports activities are shared with the school authority's if required. Student teachers' have access to the sports activities in the premises. Competitions in these activities are spaced and conducted on weekly basis for maximum benefit and physical wellbeing of the students.

Computer:

Computers, smart boards and LCD are provided and maintained in every classroom apart from the computer lab, language lab, virtual studio and library. The computer software and the hard ware is maintained by Annual Maintenance Contract (AMC).

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 Student Support

5.1.1 Scholarships and Financial Support			
	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	Fee Concessions	21	60000.00
Financial support from other sources			
a) State	State Scholarship	21	441000.00
a) National	National Portal Scholarship	2	46000.00
b) International	Nil	Nil	Nil

5.1.2 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,			
Name of the capability enhancement scheme	Date of Implementation	Number of students enrolled	Agencies involved
Capacity Building			
<ul style="list-style-type: none"> Bridge course in school content reinforcement Remedial coaching for academic performance improvement Language Lab: Practical sessions for language improvement Personal counselling: psycho social wellbeing Psychological 	25-7-2018	74 (B.Ed.)	College Faculty
	27-9-2018	20	Faculty In-charge
	31-1-2019	07	Faculty In-charge
	11-9-2018, 25-10-2018,	74(B.Ed.) 48 (M.Ed.)	Principal & Faculty In-charge
	12-1-2018	89 (NIOS)	
	30-10-2018	74 (B.Ed.)	Ms. Manjari, Counsellor
	2-1-2019	74 (B.Ed.)	College Faculty
	26-7-2018	74 (B.Ed.)	Correspondent
			Faculty In-charge

test on Stress Management	26-10-2018 to 17-1-2019	74 (B.Ed.)	Faculty In-charge
• Career Counselling	21-6-2018		
• Psycho-spiritual	18-6-2018 to 21-6-2018	74 (B.Ed.) 19 (M.Ed.)	
• Mentoring: 1:15 ratio mentoring at B.Ed & M.Ed	7-7-2018, 29-9-2018	74 B.Ed. 154 (B.Ed.)	
• Yoga: Elective courses at UG & PG level	Semester-wise		
• Movie Analysis			
• Co-curricular activities			

5.1.3 Students benefited by guidance for competitive examinations and career counseling offered by the institution during the year

Year	Name of the Scheme	Number of benefitted students by Guidance and Competitive examination	Number of benefitted students by Career Counselling activities	Number of students who have passed in competitive exam	Number of students placed
2018-19	TET/ CTET (B.Ed.)	79	79	20	20
	SET/ NET (M. Ed)	27	27	12	12

5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	No. of grievances redressed	Average number of days for grievance redressal
2	2	15

5.2 Student Progression

5.2.1 Details of campus placement during the year			
On Campus			Off Campus
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
	63	63	08
1. Sri Sai Saraswathi Vidhyanikethan, Sri Krishna Nagar Colony, Near Green Barwachi Hotel, Yosufguda.			
2. Bhashyam High School, Karkhana			
3. TATVA Global School, Inside Balaji Layout, Gajularamaram, Hyderabad			
4. St. Andrews School, Marredpally, Bowenpally, Keesara			
5. Delhi Public School, Secunderabad			
6. St. Peters International School, Kompally			
7. Vidyanikethan Gadwal Jogulamba Gadwal Dist.			
8. Niraj International school & Niraj kindergarten and primary school, Kundanbagh, Begumpet			
9. Meru International School, Madinaguda, Hyderabad			
10. Vista School, Next to Wipro SEZ- Gopanapalli, Lingampalli-Khanapur road, Beyond Gachibowli, Hyderabad.			
11. Infant Jesus High School, New Bhoiguda, Secunderabad			
12. St. Francis De Sales High School, Shanthinagar			
13. St. Anthony's High School, Himayathnagar			
14. St. Pious, Alwal			
15. Sri Chaitanya Institutions			
16. Mathioli vidhya bhavan, Muneerabad village, Medchal Mandal & Dist			
17. Vignan's Bo Tree School			
18. Howard Public School, Himatynagar			
19. St. Michael's School Alwal			

5.2.2 Student progression to higher education in percentage during the year					
Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of the institution joined	Name of the programme admitted to
2018-2019	11	B.Ed. & M.Ed.	Education	Prof. G. Ram Reddy Centre for Distance Education, OU, Hyderabad & EFLU	M.Sc., M.A.

5.2.3 Students qualifying in state/ national/ international level examinations during the year		
Items	No. of Students selected/ qualifying	Registration number/ roll number of the examination
CTET	6	2018 71023848 2019172031879 2019183001743
TET	1	2018 18161210000395
NET		
SET		
TOFEL		
Civil Services		
State Government Services (TET)	1	2018 18161210000395
Any Other		

5.2.4 Sports and cultural activities/ competitions organized at the institution level during the year		
Activity	Level	Participants
Lemon and Spoon	Institutional	30
Running Race	Institutional	26
Tug of War	Institutional	36
Chess	Institutional	16
Chinese Checker	Institutional	16
Kho Kho	Institutional	20
Shuttle Badminton	Institutional	20
Carroms	Institutional	28
Dramatics Competition- General	Institutional	78
Dramatics Competition- Making of Mahatma- 150th year Celebration	Institutional	57
Essay Writing Competition	Institutional	30
Women's Role in Education thru Dramatics	Institutional	78
Celebration of Independence Day	Institutional	121
Gandhian Values	Institutional	129
Bathukamma Festival	Institutional	107
Debate Competition	Institutional	37
Elocution Competition	Institutional	26
Celebrations of festivals for universal harmony	Institutional	239
Women Empowerment, Girl Child....Rangoli	Institutional	13
Appreciating Indigenous Languages-Culture Fancy Dress	Institutional	22
Flower arrangement	Institutional	19
Honoring Soldiers through Sketches	Institutional	22

Vegetable Carving	Institutional	03
Mehendi Competition	Institutional	16
Collage Competition	Institutional	76
Culinary Skills Competition	Institutional	22

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)						
Year	Name of the award/ medal	National/ International	Sports	Cultural	Student ID number	Name of the student
26-02-2019	Cultural Fiest	Inter collegiate	--	Poetry Writing	SACE-A14-13-19-024	MADHURI S SOLETI
26-02-2019	Cultural Fiest	Inter collegiate	--	Treasure Hunt: Beg Borrow Steal		Abhigail & group
26-02-2019	Cultural Fiest	Inter collegiate	--	Solo Singing	SACE-A14-13-19-020	SANI ELIZABETH SHAJI

5.3.2 Activity of student council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words).

Student council & representation of students on academic & administrative committees is a regular practice of this institution. Elected members of student quality council includes College representative, assistant representative and representatives along with assistant representatives of methodologies such as Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English and Telugu. The council had six meetings with agendas like evaluation of semesters, autonomy inspections, peer teaching, and internship at schools, changes in the almanac, placement, general feedback, farewell etc. They would put forth all their apprehensions regarding any aspect of the functioning and implementation procedures of the institution. The methodology wise elected student leaders, later take up the custodianship of SQC. They regularly report to the principal and discusses curriculum, school internship modalities of school syllabi and all other aspects of concerns to them. They also take leadership in club activities: Cultural, Science, Social Studies, Mathematics, Language, Sports, Web and Technology, Psychology & Cultural.

Minutes of meeting held on 15th Nov 2018 reveals that a decision was taken by SQC members along with the Principal that all office bearers and club representatives would take a leadership role during the autonomous inspection visit. They volunteered in taking different roles. During the visit they were briefed about the intricacies of the visit and they all agreed to prove their best of abilities. During the autonomous inspection held during on 16th and 17th November 2018 the SQC played an active role in planning, organizing and execution of actives related to extension

of autonomy inspection. Cultural programmes were planned keeping in mind the educational aspect specially focusing on women education which leads empowerment of families and society. The entire programme was well appreciated by the autonomy team.

The SQC members meet during 12th Feb 2019 was to focus on internship. They discussed in detail about the modalities of peer-teaching and finalized the date of completion. It was proposed to hold the internship scheduled for elementary level in the neighboring schools in their vicinity only due to the restrictions of situation due to the pandemic.

SQC members work hand in hand with faculty in the committees. Committees such as library, curriculum, extension activities, social service, women cell, anti-ragging, grievance redressal, and journal and college magazine. Some of the grievances brought to the notice of the principal was to consider Saturdays as off campus day and it was addressed by taking the action as making it as practical day. Some of the students through SQC represented the boisterous behavior of few students which was disturbing the academic and non-scholastic areas. Counseling session was taken for both victims and the students who caused the trouble. As a result there was cordial relationship in the campus.

Student quality council members are receptive towards thanking their seniors and they had put the agenda for the farewell function. All these leadership qualities are observed are activities to promote co-operating living and the spirit of unity. They also learn to imbibe leadership qualities.

5.3. Alumni Engagement

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details:

The process of registration of alumni association has been initiated. The by-laws for association were formulated and forwarded for legal advice. The recommendations given by the legal advisor were incorporated and placed in the meeting. The officiating members were elected for processing of the registration. The members resolved to register the society. After a lot of brain work the principal Sr. Marlene and the participants have come to a consensus regarding the points that were discussed.

- I. The name of the Association is
STAAF -Student-Teachers Annite Alumni Forum.
- II. The objectives set for STAAF are:
 1. To provide a common platform for professional interaction.
 2. To provide opportunities for personal and professional growth and development.
 3. To extend need-based services to the community.
 4. To enable linkage with service and professional organization in the field of education.
- III. The motto of the Association is **KINDLE GROWTH**
- IV. The by-laws framed were:
 1. The General Body of the Association shall consist of all former students of St.

Ann's College of Education including the present teaching staff of St. Ann's College of Education.

2. The Executive committee should consist of
President
Vice-President
Secretary
Joint-Secretary
Treasurer
3. The tenure of the committee members is two years.
4. If any elected member in case of leaving the executive committee due to unforeseen circumstances, the committee will nominate a substitute member whose terms will be in co-terminus with the existing committee.
5. The executive committee will meet once a month.
6. The general body will meet once a year.
7. The membership fee is Rs. 100/- annually & life membership is Rs. 1000/-.

5.3.2 No. of registered Alumni:72

5.3.3 Alumni contribution during the year (in Rupees): 71,500.00

5.3.4 Meetings/activities organized by Alumni Association:

Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. An alumni representative is a selected member of all statutory bodies. They are invited to publish articles in the in-house journal. They are informed about the seminars and workshop for professional development. The rich practical experience they bring are tapped. The best of the students with required qualifications are given opportunity to teach in the institution, further with satisfactory performance are recruited for faculty positions.

- A workshop was conducted by an alumni 2005-2006 Batch SalomiSnehalatha a Ph.D research scholar from Hyderabad Central University on the topic “ Classroom teacher-talk” on 20.th July 2018
- Prof. Dr.Sr.Marlene an alumni and former principal of the college graced the Independence day celebrations as the chief guest. Her speech emphasized on the need for accountability of teachers not only at the workplace but also the society and nation at large. Teachers need to shoulder a great responsibility in transforming the society. Thus, the dedicated effort to grow and serve the nation under all circumstances is crux of success was the essence of speech.
- The 16th Alumni meet was held on 16.11.2018 at 4.00 p.m. in the Educational Technology room.33 alumni members attended the meeting on 20th November 2018 for the UGC inspection. The purpose of which was that the UGC Expert Committee Team who had come to college to give extension of autonomous status. The Committee interacted with the Alumni and were pleased to know from them that the Institution was meeting often to render help in any manner i.e., placement, counselling,

professional development, financial assistance etc and meet the expectations in preparing them for job force. The students placed as teachers, principals and edupreneurs.

- The 17th Alumni meet was held on 19-01-2019 at 2.30 PM in the education technology room since, it was decided to have the meet on this day every year because it is inception day of STAAF. The institution initiated the process of registration. The bylaws have been formulated, reviewed by an advocate/ legal consultant. Dr K.Geetha presented “Australian Professional Standards for Teachers” in domains of professional knowledge, professional practices and professional engagements. The attributes of professional capability at four stages, graduate teachers, proficient teachers, highly accomplished and lead professionals were discussed elaborately. The domains of teaching standards knowing students, content, planning for effective teaching and learning, creating supportive learning environment, assessing and engaging in professional learning with colleagues, parents and community. She shared her experiences and analysis of the standards and the importance of developing professional standards for teacher that can guide professional learning, practices and engagement facilitating professional growth. The focus was on how the world is inching toward quality based on well-defined standards. She briefed about the four stages that is the graduate standards, Proficient Standards and Highly Accomplished. The process of how teacher standards also set professional learning goals and provide a frame work for self-reflection and self-assessment were discussed. She concluded the session with how standards could become the basis for professional accountability.

CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Mention two practices of decentralization and participative management during the last year

1. Management of the institution is collaborative and participatory at all levels. As an educational institution, there is an organisational structure which works as a system approach where each sub system takes effort to put their best services to make use of their vitality to make all programmes function to the maximum event. The organisational structure is classified into administrative, academics, student affairs, examination work etc. Every subsystem with supervision regarding the achievement of objectives, the delivery of the content, the supporting tools and activities performed and also varied assessment tools to appraise the success of the sub-system, which finally enhances the quality performance of the entire programme. Here in this institution there is decentralization of personnel, power and performance freedom for the Head of the departments and their team members to plan, execute, evaluate and report the outcomes and share it with the others. This decentralization happens from 1. Planning curriculum 2. Adding any new areas of knowledge 3. Organizing seminars and conferences pertaining to quality improvement 4. Conduct competitions and decide on the programme

schedule 5. Organize workshops6. Design collaborative and twining programmes 7. Plan Almanac, intermittent bridge programmes and access to government projects8. Plan and schedule Alumni meet 9. Assist the teachers' from co-operating schools with refresher programmes in any areas of difficulty 10. Freedom to organize placement services and interviews as per the requirements of the students. Academic freedom is provided to do research and introduce the outcomes in the syllabus for innovative methods. Faculty development is encouraged without disturbing the academic work. The management has taken the initiative in preparing teacher support classroom by installing interactive boards/ LCD's and equipping the virtual classroom with the latest software and hardware facilities.

2. Commitment towards quality is accomplished through selection of staff, financial aid and by providing intellectual freedom and learning environment. Through meeting with stakeholders and respecting their views in the area of enriching course content and its modalities to diligently pursue the goals of education based on the philosophy of 'Pedagogy of the Heart'. Commitment towards preparing responsible teachers is one of the main thrust of the institution which is the motive of starting this institution. Emphasising in the areas for capacity building, life skills, entrepreneurial skills, positive attitude for holistic development and also in the areas of teacher preparation developing leadership qualities through linkages, health consciousness, environmental consciousness, inclusive education, classroom dynamics in order to enrich teacher resources. The management takes leadership in responding to the challenges in the society and changes in the policy decisions. Faculty are encouraged to plan academic activities as per the need of the paper and execute them in their own individual strategies and through the committees. Permits faculty to take up consultancy services and advocacy in the areas of guideship, board members in professional institutions and extension services. Therefore, there is a method of decentralising and delegation designated at all levels to the staff members to facilitate diversification in decision-making.

6.1.2 Does the institution have a Management Information System (MIS)?

Yes/No/Partial:

Yes

6.2 Strategy Development and Deployment

6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

1. Curriculum Development

As per the Governmental Policies, emphasizing on Early Childhood Care and Education, Teacher Quality Professional enhancements, stand-alonePre-schools, in which student teachers are given maximum flexibility. Keeping these shifts in educational scenario, this institution has moved towards revamping the existing curriculum to a richer domain, initiating exercise on new models like Design thinking and Appreciation Inquiry model as a basis to enrich the Teacher competencies. More emphasis is given to hands on experiences in projects and internship. A holisticreal-life experience is arranged at college and at the outside world for balancing curricular, co-curricular and aesthetic

domains in the curriculum.

2. Teaching and Learning

A conducive learning environment is created at the institutional level while transacting the basics of Pedagogy which the student Teachers' carry to the schools. Student Trainees are habituated to plan, frame and teach sciences through STEM approach as a spiral approach to Teaching Learning process to promote Higher order thinking. Components of life skills are blended into the Learning cycles and lessons are designed based on the life skills. This diversified approach facilitates discourse and enables the teacher-educator and teachers' to model pedagogy as an integrated approach of content across discipline with a blend of Philosophical and Psychological bases.

3. Examination and Evaluation

Being autonomous, there is scope to apply the type of rubrics and tests as such an open book examination for the students. Different tools of assessment are designed to administer on the student's to know their stability, reliability towards being assessed in different domains like knowledge input-output, personality traits, aspects like portfolio expressions and through Reflective Journal writing. All assignments have in built assessment criteria. Instant examination is another evaluation convenience planned for students. Another stress-free modality in place for students' is a grace time of 10 minutes is given at the examination hall for reading the question paper.

4. Research and Development

College has encouraged the staff in collaborating with ICSSR and UGC for completing projects based on various areas. Action research is part of the B.Ed programme. Areas like spiritual and multiple intelligence, Humanistic approach, implementation of mid-day meal scheme, Virtual classrooms are some of the current areas included in the M.Ed. dissertation. A criteria is evolved and as per the outcomes evolved, the criteria is enhanced on a yearly basis. Innovative teaching is one of our strong area of achievement. There is a criterion of evaluation specifically designed to assess the outcomes of innovative practices in Teaching-Learning process.

5. Human Resource Management:

Human Resource Management is practiced both from apex to ground level and vice-versa. There is judicious assignment of Top-level management where Administrative, Academic and Finance resources are planned and present before Governing Body and Academic Council meet. These are scanned by Academic Audit Panel enabling the faculty for disseminating them keeping the professional standards. Periodically reports are presented to IQAC, Board of Studies, so that the quality benchmarks' are redefined and re-assured to maximize and maintain the standards to be attained. As per the feedback, capacity building programmes and other aspects in the Almanac are shuffled and implemented.

6. Industry/Interaction and Collaboration

Industrial Collaboration helps to balance the growing demands for sustenance. Previews Quality parameters like 6σ, kaizen and Baldrige model were adapted from industry to bring Quality facelift in the educational scenario who would in future, work in managerial capacity in administration and planning. New shifts like on-line tutorials, Blended learning, on-line examinations, online evaluation, Nation Professional Standards benchmarks designs to supplement learning, video editing, Design thinking and its implementation in Instructional Design are a few new dimensions of industry which requires an intervention in Teaching –Learning process. Direct industry collaboration is very low as it's a teacher education programme.

7. Library, ICT and Physical Infrastructure / Instrumentation

In 2004 LIBTEC software was installed and in 2008, shifted to New Xen Lib software for better features and service, a software which has serial management, technical processing, Online Public Assessing Catalogues and Reports. Barcoding and shelving of books is done and Library circulation of books are scanned through Barcoding. There is a systematic review of library resource to access through stock verification, feedback, stakeholder's responses, IQAC expert members and other Statutory bodies. Library hours are allotted in the time table and students avail the library facilities during the college hours and the extended working hours. The library has the facilities of printer, scanner and Xerox used by both the staff and students. The college has a total built up area of 11,232 Sq.ft. The College has well furnished, spacious and excellent physical infrastructure as per the NCTE, UGC, Government and University norms. All classrooms are spacious and well-ventilated and equipped with sufficient number of lights, fans and other requirements like interactive Boards and 44 computers of which 24 are in the computer cum language lab. College provides internet facility and a wifi enabled campus. Linked through intercom: The campus is linked with intercom for better communication and time management.

8. Admission of Students

Based on centralized admission through counselling by the State government followed by counselling at the institutional level by the Principal informing the probable candidates about the functioning of autonomous college and other details related to the candidate is acquired. Being a minority institution 70% of the seats are allotted to Christian minority students and 30% of the seats are open category. After the induction programme, orientation by faculty members for selection of second methodology is done. Queries regarding admission are clarified on phone or in person by the supporting staff. The information regarding admissions are updated on the website regularly.

6.2.2 : Implementation of e-governance in areas of operations:

- ❖ Planning and Development
 - ✓ Semester wise Syllabus and Academic calendar, e- journal, e- magazine
 - ✓ Study material sent online to students

- ❖ Administration
 - ✓ Computerised Documentation
 - ✓ Online feedback mechanism in place

Finance and Accounts: Salaries&Calculations

- ❖ Student Admission and Support
 - ✓ Regular updating and highlight on website with details of the functioning of the college

- ❖ Examination
 - ✓ Software up gradation and maintenance
 - ✓ Issue of online hall tickets
 - ✓ Submission of marks online by faculty
 - ✓ Manual and automated compilation of marks
 - ✓ Announcement of results online

✓ Provision for receiving Question papers online, confidential strategies from examiners

6.3 Faculty Empowerment Strategies

6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Amount of support
2018	Ms. Irene Catherine Pereira	National Workshop 11 th to 12 th Xavier Board of Higher Education in India.	5,500.00
	Mrs.N.Hanna Rachel	One day National Seminar on Library Resources – Opportunities and Challenges, Organized by St. Francis college for Women,Begumpet, Hyderabad.	500.00
2019	Dr.Sr.MarryKutty P.J Dr.T.Diana Jacob T Dr.Ruma Roy Dr.K.VeenaLatha Dr.Sarah Thomas Mrs.K.SindhuBhavani	3 days International Conference on “Innovation& Re-Engineering of Management Practices for Sustainability , organized by St.Josephs Degree & PG College, Abids, Hyderabad.	15,500.00
2019	Ms. Irene Catherine Pereira	Two days National Conference on Counseling Practices in Christian Higher Education , Organized by Christ University, Bangalore	3,000.00
2019	Dr.K.VeenaLatha	Two days’ Workshop on “Inclusion and Equity with a Qualitative Research perspective, Organized by University College of Education, Osmania University, Hyderabad.	1,000.00
2019	Dr.Sr.MarryKutty P.J.	National Workshop on Administrative & Academic Audit on March 23 &24 th , 2019 organized by Xavier Board of Higher Education, New Delhi.	1,960.00

6.3.2 Number of professional development / administrative training programmes organized by the Colleges for teaching and non-teaching staff during the year

Year	Title of the professional development programme organized for teaching staff	Title of the administrative training programme organized for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)
2019	Video Shooting, Recording Editing:	Software Training	25-4- 2019 to 3-5-2019	10

		Data Based Software Training for Salary package calculation Latest version of software, using the Team Viewer Library software i.e New Zen Lib	04.04.2019	01
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6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly: Yes

Total corpus fund generated :1,35,000.00

6.5 Internal Quality Assurance System

6.5.1 Whether Academic and Administrative Audit (AAA) has been done?

Audit	External	Internal	
	Yes / No	Yes / No	Authority
Academic	Yes	Yes	Management
Administrative	Yes	Yes	Management
Financial	Yes	Yes	Telangana Fee Regulation Committee Authorized Auditor/ Management

6.5.2 Activities and support from the Parent – Teacher Association (at least three)

- ✓ Suggestions as a member of IQAC
- ✓ Periodic Informal feedback
- ✓ Sessions on Professional growth

6.5.3 Post Accreditation initiative(s) (mention at least three)

- ✓ Undertaken Research Based Projects
- ✓ Initiated the process of registering the alumni association
- ✓ Enhanced Wi-Fi facilities

6.5.4 Development Programmes for Support Staff

- ✓ Training is given to the support staff to maintain the web page.
- ✓ Latest version of software is installed and training is given to the concerned staff. The other supporting staff can update the student's details by using the Team Viewer.
- ✓ The support staff are made aware about the Library software i.e New Zen Lib to know the latest updates of e- journals and books in the library.
- ✓ All the systems in the office are provided with internet to know the latest developments in the concerned departments like UGC, NAAC, NCTE, University, Governmental Issues etc.
- ✓ Permissions are given to the staff for higher studies and to improve the skills by attending short term courses.
- ✓ Periodical meetings are conducted to update the overall development.

6.5.5

- a. Submission of Data for AISHE portal : Yes (Yes /No)
- b. Participation in NIRF : NA (Yes /No)
- c. ISO Certification : NA (Yes /No)
- d. NBA or any other quality audit : NA(Yes /No)

6.5.6 Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC
2018-2019	<ul style="list-style-type: none">• MOU with NIHH• Pedagogy: Differentiated attention to both theory and practical is maintained• Learner centric pedagogy adapted predominantly, Techno Pedagogical Content Knowledge (TPACK), focus on consistency and conformity to vision and mission of the college.• Content test and remediation in the initial phase of B.Ed. Programme.• Regular In-house teaching emphasized for content development• Evaluation: introduction of open book system, emphasis on designing higher order questions• Evolving and documentation of the criteria for evaluation for curricular and co-curricular aspects for objective evaluation.• Preparing teachers for STEAM Education.• Renewed modalities for conducting Internals and periodical examinations in Developing multiple choice questions (MCQ') and assigning grade for designing working models/ improvised apparatus, charts, planning for innovative teaching.• Focus on Knowledge management including knowledge creation, knowledge sharing and knowledge documentation

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)			
Title of the programme	Period (from-to)	Participants	
		Female	Male
✓ Gender, School and Society	01.2.2019 to 26.03.2019, 15-4-2019 to 26-4-2019	80	Nil
✓ Workshop for married women on work life balance	25.10. 2018	81	
✓ Women's Day celebration: Cultural events related to gender equity and women empowerment Chief Guest: Mrs Hayacinth Emmannuel, Director of St. Andrews School, Secunderabad, TS	08.03.2019	103	

<p>7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:</p> <ul style="list-style-type: none"> • Environmental Consciousness is reinvested through a subject Environmental Education: Issues and concern both for B.Ed. and M.Ed. programmes • A general consciousness is awoken through this subject regarding conservation, fragile environment, sustainable development, moderating pollution • Conservation of Environment is taken up through plantations of medicinal plants and using compost manure for maintenance • Conservation Consciousness is instilled through talks and workshops • Conversation & discussions of Environment is instigated through field trips to Bio-parks and nurseries • Care of fragile environment is awakened through plastic free environment • Care of fragile environment is exposed through talks regarding hazards towards environmental pollution Fragile environment issues like a) Fire mishap b) Dust c) Noise d) Drainage issues e) Water seepage are all addressed and resolved through internal green audit committee. • Fragile environmental hazards like fluctuations in power supply, computer damage are arrested through devices to protect them • Fragile environmental disturbances from air condition console for split AC are
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regularly monitored by technical expertise

- Fragile interference of human intervention is protected with closed circuit security system
- Stock checking and removal of broken and damaged articles and materials from the laboratories protects the environment from hazards
- Tender is in process for installation of sustainable solar power
- Biomass is re-created through maintenance of wastes in compost pits
- Pollution is reduced through continuous supervision of clean and green environment
- Awareness of National Protection of Environment is exhibited through slogans, posters, news reports during morning assembly, bulletin boards and on the walls of wash rooms and dining halls
- Involvement in the Swacch Bharath Abhiyan promoted environmental initiatives among staff and students towards HarithaHaram
- National Green Corps projects are a part of Science clubs to bring in consciousness and commitment among the student teachers'
- Go hand in hand with the initiatives with cooperating schools to promote environmental citizenships
- Prevention of water clogging is attended by raising the ground level with cement work
- Sound pollution to the classrooms and board meetings premises is plugged using sealed heavyupholsteries
- Less use of mobile phones in the premises is focused on personal health
- Heat generated from the machinery in use is reduced by installation of stabilizers
- One day visits to Bio-Diversity farms, Agricultural University and farm lands will expose the student teachers to environmental protective norms.
- Plastic free environment
- Minimising paper usage
- Usage of CFL bulbs minimises electricity consumption
- Painting of pots and maintenance of campus garden
- "Best out of waste": Mr. Rajendra Rai from Vidya Nikethan, Delhi demonstrated the making of beautiful artifacts from waste on 10.9.18

7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities	Yes	1
Provision for lift	No	---
Ramp/ Rails	Yes	1
Braille Software/facilities	No	----
Rest Rooms	Yes	-----
Scribes for examination	Yes	-----
Special skill development for differently abled students	Yes	-----
Any other similar facility: Wheel chair (1) Left arm chairs(5)	Yes	5

7.1.4 Inclusion and Situatedness						
Enlist most important initiatives taken to address locational advantages and disadvantages during the year						
Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
2018	13	4	27-10-2018	Rural Regeneration programme	Orientation of teachers	2:15
			6-6-2019	Remedial and Orientation programme at Pvt. School-Rural area	Remedial and Orientation programme	25:75
			28-6-2019 to 5-7-2019	Swachh Bharat Abhiyan inhouse as well as off campus	a.Security issues b.Pollution control c.In House Swacch Bharath d.Power maintenance e. Sanitisation and Hygiene	11:74
			10-9-2018	SUPW	a)Enhancement of creativity b) Best out of Waste c) Entrepreneurship skills	11:74

7.1.6 Activities conducted for promotion of universal Values and Ethics		
Activity	Duration (from-----to-----)	Number of participants
Telangana Formation Day	2-6-2018	74
International Yoga Day	21-6-2018	55
Awareness of Yoga	18 th to 23 rd June	69
Women's Role in Education thru Dramatics	2-7-2018	69
Celebration of Independence Day	15-8-2018	90
Anti- Ragging Day	21-8-2018	117
Honouring Teachers	5-9-2018	74
Gandhian Values	1-10 to 3-10-2018	74
Bathukamma Festival	15-10-2018	74
Rashtriya Ekta Divas -145 th Birth Anniversary	31-10-2018	62
Asseby conducted on Themes		
Celebrations of festivals for universal harmony	6-11-2018 & 22-12-2018	109,130
Women Empowerment, Girl Child....Rangoli	11-2-2019	16
Appreciating Indigenous Languages-Culture Fancy Dress	13-2-2019	11
Health is Wealth- Community Awareness	15-2-2019	74
Honoring Soldiers through Sketches	18-2-2019	15
Role of Women	8-3-2019	90
Republic Day	26-1-2019	90
Workshop on Inclusive Education	29-3-2019	97

7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)
<ul style="list-style-type: none"> ✓ Plastic free campus ✓ Minimize on use of papers ✓ Clean and green campus ✓ Compost pit ✓ Visit to Botanical garden to study the medicinal plants & to create environmental consciousness

7.2 Best Practices

Describe at least two institutional best practices
<ul style="list-style-type: none"> ✓ Emphasis on practical aspects ✓ Project based learning ✓ Online portfolio development ✓ Emphasis on reflection and documentation ✓ Criteria based evaluation ✓ Community based activities with various elements ✓ Co-curricular activities related to novel, social and community related issues ✓ Focus on originality in all aspects ✓ Recording of lessons in the virtual classroom ✓ Preparing students teachers for Inclusive Classrooms

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

Online Portfolio development:

Evaluation is a very comprehensive programme scheduled at various phase in this institution, all the more keeping in focus the autonomous status accorded. Besides the periodical assessment (internal) which is given prime importance for academics, on-going and co-curricular aspects, one of the major assessment tool and strategy designed by this institution is self-assessment process through an originally designed tool called Portfolio management. This assessment is so designed to enable each individual student teacher to internalize the benchmarks, the elements of knowledge conceptualized and each individual's dispositions on the degree of perception and assimilation of the curricular aspects. This is a 2-way process for reflecting on the process of Teaching-Learning. Continuous mentor wise exchange of knowledge is a direct assessment and the final report of the Portfolio on-line through weebly, portfolio gen, www.eportfolio.net, wikispace and crevado, would analyze the depth in which the curricular and co-curricular aspects are maximized for further improvements. Besides the self-assessment for self-growth, there is a 2-member Jury to assess the Portfolio presentations.

Another milestone of this institution is to develop assessment rubrics for curricular and co-curricular activities for both UG and PG courses. All the theory papers have practical activities and they are assessed using self-developed rubrics by the concerned faculty.

Criteria based evaluation:

Besides this criterion-based assessment tools are prepared for evaluating the projects. These Jury evaluation report is published in the syllabus and the students' are informed about the objectives, methodology and output of every project. The components of each project is analyzed before designing the assessment report.

Another assessment pattern followed in this college is during the formative period of the course which varies from designing criterion based assessment tools for assessing a) Personality traits b) Task based learning c) Professional responsibilities d) Co-scholastic domain and d) Certificate courses. Criterion – based assessment tools are appraising both subjective and objective elements of outcome-based learning.

7.3 Institutional Distinctiveness

- ✓ Institution is proactive in implementing new shifts from policies
- ✓ MOU's with organisations for innovations and NGO's for social concerns.
- ✓ Twinning programmes
- ✓ Pro-active placement support
- ✓ Interventions and supplement hand-holding from Alumni
- ✓ Encourages professional development of the staff in MRP's, guideship and MOOC programmes
- ✓ Distinct in blending spiritual quotient in the curriculum
- ✓ Tech supported classrooms with an Audio-video Lab and online tutorials
- ✓ Online up gradation on tools of evaluation
- ✓ Holistic development of Teachers balancing curricular, co-curricular and sports activities

- ✓ Mastery of the selected school subjects
- ✓ Humanistic approach to teaching emphasised
- ✓ Research bent of thought process through projects and action research
- ✓ Reading and reflecting to emerge as lifelong learners
- ✓ Designing lessons based on vision of the college and inclusive classrooms
- ✓ Intermittent community engagement programmes planned throughout the course
- ✓ Regular peer teaching sessions
- ✓ ICT based teaching and uploading video lessons
- ✓ Variation in teaching strategies to cater to diversified learners: Multiple Intelligence strategies
- ✓ Modelling different types of teaching such as Constructivism, Concept Attainment, Inquiry, Jurisprudential, ICT based, Multiple Intelligence, STEM lessons by Teacher Educators
- ✓ Mentoring
- ✓ Regular Assembly with value based themes

8.Future Plans of action for next academic year

Integrated B.Ed Programme

The college is gearing up for planning on extensive curriculum for an integrated B.Ed. programme and an integrated B.Ed. M.Ed. based programme as per the directions given in the NEP Draft 2019.

B.Ed. curriculum is focused on preparing teachers' to be exponents in teaching at all levels of school education. And it is here the institution plans to strengthen a phase in Semester I of B.Ed. to emphasize on the Early Childhood Care and Education (ECCE) developmental aspects.

Establishing a Counseling Centre:

Teacher Education institutions have multiple roles to perform towards the well-being of both themselves and the society. Aim of establishing a counseling centre emerged with a trust that all human kind has the potential for self-growth, self-development and self-actualization. Two eminent Psychologists whose guidance lead to designing a certificate course on Basic Skills in Counselling for the forthcoming year. The course content is being discussed at different levels of quality circles for further action.

Research Cell

Examinations Reforms:

The modalities of conducting online examination, open book internals, flexibility in examination were discussed and implementation of online examinations during the Board meetings and also invited expertise in this field to orient the faculty in managing online examination process. Question papers of periodicals / internals are intended to be forwarded to students online to upload their responses for assessment. To declare the results of semester end examination of both UG and PG within 25 days from the last examination. This would be amended from the consecutive semester end examination.

Option based progressive and flexible curriculum

Keeping in view 150 years of Gandhiji's principles focusing on his legacy of promoting non-violence, untouchability, women empowerment were emphasized in the elective paper on Gandhian Philosophy from the next batch for enabling the students' who opt for this would re-acquaint themselves towards

Gandhian values.

Women cell

It is a continuous effort of the Management to pursue new areas of strengthening the women powers and capabilities. This is an ongoing research which would shape social behavioral aspects which can be focused through Women cell.

Study on NEP Draft 2019

An open forum has to be created among the student teachers to study the new NEP Draft 2019 through seminars and discussions.

Rubrics for Assignments/ Seminars/ Internship

To Foster global competencies during B.Ed M.Ed programme towards academics based on the knowledge of feedback rubrics has to be redesigned. Where outcome has to be statistically interpreted to analyse the gaps for prioritizing better opportunities.

Re-look into Syllabus

Option based progressive and flexible curriculum

Focus on NEP

Strengthening Technology

Computer Cum Language Lab

Virtual Lab

Research Centre

It was put forth before the Board meetings regarding the modalities and establishment of a research Centre which is yet to be approved by the University.


MOUs

MOU with industries/ colleges in developing support service mechanism and curriculum enhancement.

Besides these the following aspects focused for the future plan of action are:


- ✓ Content development -MOOCs
- ✓ Course Structuring - SWAYAM
- ✓ Ph.D programme
- ✓ Inclusive practices

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