

St. Ann's College of Education
AUTONOMOUS
(Accredited by NAAC with 'A' Grade - 3rd Cycle)
S. D. Road, Secunderabad – 500 003
E-mail: stanns_college@yahoo.com Website: www.stannscoe.com Telefax : 040-27804604

ANNUAL QUALITY ASSURANCE REPORT



2019-2020

St. Ann's College of Education

AUTONOMOUS

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

S. D. Road, Secunderabad – 500 003

E-mail: stanns_college@yahoo.com

Website: www.stannscoe.com

Telefax : 040-27804604



Annual Quality Assurance Report

2019-2020

The Annual Quality Assurance Report (AQAR) of the IQAC

**The Annual Quality Assurance Report (AQAR) of the IQAC
(For Autonomous Colleges)**

Part – A

1. Data of the Institution

• Name of the Institution	St. Ann's College of Education (Autonomous)
• Name of the Head of the institution	Prof.Dr.Sr.MarryKutty P.J.
• Designation	Principal
• Does the institution function from own campus	Yes
• Phone no./Alternate phone no. Mobile	8333043723
• Registered Email	stanns_college@yahoo.com
• Alternate Email	administration@stannscoe.com
• Address	9-1-82/1,Sarojini Devi Road
• City/Town	Secunderabad
• State/UT	Telangana
• Pin Code	500 003

2. Institutional status: Autonomous

• Autonomous Status (<i>provide the date of Conformant of Autonomous Status</i>)	<ul style="list-style-type: none"> • 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 (Please specify): Grants-in aid/ UGC 2f and 12 (B)/ Self financing	Grants-in aid/ UGC 2f and 12 (B)/ Self-financing (M.Ed.)
• Name of the IQAC Co-coordinator/Director	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): <https://stannscoe.com/iqac2018-19>

4. Whether Academic Calendar prepared during the year?

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

Weblink: <https://stannscocoe.com/academic-calender-2021-2022.pdf>

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- April-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
• Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC;	15.06.2019	16
• Board of studies meeting	15.07.2019	26
• Academic Council meeting	24.07.2019	14
• Governing Body meeting	06.08.2019	15
• Feedback from all stakeholders collected, analysed and used for improvements	18.02.2020	71
• Academic Administrative Audit (AAA) conducted and its follow up action	20.01.2020	18
• Staff Meeting	06.08.2019, 20.09.2019, 14.11.2019 12.12.2019 16.03.2020	11 13 08 10 11
• Revamping of syllabus at B. Ed. &M.Ed. Level	15.07.2019	26

• Online portfolio presentations:Google Meet	04.05.2020	68
• Viva Voce for dissertations online	24.11.2020	15
• Online internal examinations (google forms)	B.Ed.: II Semester: Internals:13-04-2020 to 18-04-2020	68

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: **Yes**

*upload latest notification of formation of IQAC: **Yes**

10. No. of IQAC meetings held during the year: 1

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

Yes/No

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

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

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

<ul style="list-style-type: none"> • Operative implementation of revised curriculum at B.Ed. & M.Ed. Level • Study on Draft National Education Policy 2019 • Science, Technology, Engineering, Arts and Mathematics (STEAM) based Teaching and Webinars focusing on online teaching conducted. • Extension Activities integrating government programmes • Introduction of value added certificate courses
--

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

Plan of Action	Achievements/Outcomes
Planned Induction programme for B.Ed. &M.Ed. based on the guideline laid down by UGC	<ul style="list-style-type: none"> • Explicit understanding regarding the functioning of the institution, the vision and mission, the course structures and certificate courses of the institution. • SWOT Analysis of self • Environmental sensibility: Ice breaking session • Strategies and tools of evaluation • Understanding the expectations of the learners
Effective implementation of Peer teaching and innovative teaching, Internship programme with teaching at all levels.	<ul style="list-style-type: none"> • Improved teaching skills and integrated skills • Develop competency in designing and presenting innovative lessons.
Designing projects for developing 21 st century skills such as working in teams	<ul style="list-style-type: none"> • Group projects, Team spirit • Interpersonal Communication
Practical orientation of ICT skills SPSS package for statistical interpretation of research data for M.Ed. students.	<ul style="list-style-type: none"> • Developing ICT skills to use Microsoft • Analysis of research data for compilation of dissertations at PG level
Regular mentor meeting	<ul style="list-style-type: none"> • Rapport building for better perception of curricular aspects and projects • Reflections on individual progress in curricular aspects.

Enriching club activities	<ul style="list-style-type: none"> • Entertaining and engaging club activities • Enriched learning • Greater participation • Interdisciplinary in approach
Forwarding all handouts through common mail Regular seminars presentations by students Compilation of all seminars and assignments for knowledge sharing	<ul style="list-style-type: none"> • Self-regulated approach through flipped classroom, discourses, discussions • Enhancing competencies in online presentation through seminars • Sensitize the learner on knowledge sharing
Extension and community outreach programme planned throughout the academic sessions	<ul style="list-style-type: none"> • Building sensibility towards community issues and sense of responsibility
Seminars, Discussion	<ul style="list-style-type: none"> • Study on NEP Draft 2019 by faculty & students
Certificate Courses	<ul style="list-style-type: none"> • Certificate Course in Soft Skills • Certificate Course in Basic Skills in Counselling

Value added courses: Communication skills ICT	<ul style="list-style-type: none"> • Improvement in classroom transaction • Up gradation in life skills • Capacity building and self-reliant attitude.
---	---

14. Whether the AQAR was placed before statutory body? Yes /No:
Name of the statutory body: Yes; Academic Council Date of meeting(s): 27-8-2021

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

Yes/No: Yes

Date: 16-11-2018 & 17-11-2018

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

Year: 2019

Date of Submission: 27.5.2019

17. Does the Institution have Management Information System?

Yes

Management information system

Management information system (MIS) existing at St. Ann's College of Education documents all information with efficient filing system supported with information technology. The student and faculty profile documented for revival of data when required is facilitated with ease. The MIS facilitates extraction of data from varied sources and reflects on the growth of the institution. This helps in decision making and policy development. All communications with students, faculty, stakeholders and members of statutory bodies are online and paperless. Sharing of all important documents such as academic calendar, syllabus, attendance, important notices etc are accessible online. The cooperating schools are informed about the internship programme, allotment of students, assessment criteria and feedback through mail. The connectivity with the parent university facilitates the smooth functioning of the institution. The university forwards the details of the students admitted after the counseling process, the profiles are documented and used for any further communication. The board members are kept informed about agenda of the meeting and the minutes of the meeting. The MIS documents all curricular and co-curricular programmes on regular basis. Bio metric attendance is in place and the students are informed about the attendance status on monthly basis. College MIS works at three levels; operational management, tactical management and strategic management. The link between the administration, library, IQAC and examination cell works at operational level and structured to a great extent. Day to day proceeding such as bio metric attendance, regular transactions, competitions held, project management, and different aspects are a part of tactical management that are spontaneous and semi-structured. The data base thus generated facilitated the agenda of staff meetings, statutory bodies meetings for decision support system as a part of strategic management. The manual information system forms the basis for MIS. The MIS not only helps data processing with accuracy and minimized errors and duplication that gives easy access to information. The different software used are PC voice for accounts, data base for salary calculation supported with windows. The hardware includes four PC system, scanner-printer.

The IQAC is technically supported that documents all the academic work, feedback and its analysis. The Staff also have access for technical facilitates for receiving and compiling all assignments and seminars. As the campus is WIFI enabled all communications with students regarding assignment and seminar topics are through e-mails. The communication within college is facilitated with intercom, landline and mobile networking. WhatsApp groups are formed to facilitate communication regarding all important notifications. With the onset of online classes from March 2019, the link for classes conducted on JITSI, ZOOM, GOOGLE Meet were also shared on WhatsApp. Attendance sheets are forwarded by individual staff members to the admin that is documented to the MIS. As the faculties were trained in creating Google classroom through FDP programmes, they formed groups with their class students. All reading material, assignment, period plans were shared through this platform which was later forwarded to the Examination cell. Thus, the MIS facilitated a smooth transformation from offline to online mode of teaching, evaluation and communication.

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. Pedagogy of School Subjects	013
M.Ed.	1640
1.1.2 Programmes/ courses focused on employability/ entrepreneurship/ skill development during the Academic year	
Programme	
<ul style="list-style-type: none"> • B.Ed. • M.Ed. • Entrepreneurship Project • Conversational English • Computer Education • Theatre Arts • Critical Understanding of ICT • Drama & Art in Education • Soft Skills • Educational Management • Basic Skills in Counselling 	

1.2 Academic Flexibility	
1.2.1 New programmes/courses introduced during the Academic year:	
Programme/Course	Date of introduction

Fundamental Basis of Gandhiji's Philosophy (Optional Course)			06-08-2019		
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.		1.10.2015 (B.Ed.)	2015	
		M.Ed.	26.10.2015 (M.Ed.)		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					
<ul style="list-style-type: none">• Certificate course in Conversational English• Certificate course in Computer Education• Certificate course in Theatre Arts in Education• Certificate course in Choreography• Certificate course in Educational Management.• Certificate course in Art and Craft• Certificate course in Basic Skills in Counselling• Certificate of course in Soft Skills					

1.3.2 Field Projects / Internships under taken during the year	
Project/Programme Title	No. of students enrolled for Field Projects / Internships
Field Projects	
B.Ed. I Year:	
Case study Project	76
Communicative English Project	76
School Study Project	76
Cultural Studies Project	76
B.Ed. II Year	
Community Studies Project	68
Action Research	68
e-Portfolio	68
M.Ed.	
Communication Studies Project	27
Community Engagement Programme	27
School Internship of B. Ed students	
• Primary Level	76
• Upper Primary Level	75
• Secondary level	68

Internship M.Ed. students

• B.Ed. College	B.Ed. II Year Students :68 B.Ed. I Year Students :74
• Special Schools	M.Ed. II Year Students: 27

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? (maximum 500 words)
<p>Quality Assurance Feedback: The quality assurance feedback included 1. infrastructural aspects, 2. rapport with institutional human resources 3. overall teaching -learning experience, 4. quantum of learning and change within oneself on a three-point scale. The student's feedback showed high mean value in most of the aspects related to infrastructural facilities. Science club students and the social service club volunteered to supply nutritious sprouts & snacks and profit being donated to the needy. The feedbacks on rapport with human resources are substantially good. The highest mean was observed in rapport with teaching faculty, mentor and peer group. The mean is lowest with contingent staff which is taken notice of. The feedback on the section related to quantum of learning ranged from high to very high. The highest mean was observed in group activities, peer teaching and innovative lessons. The lowest mean was observed in quantum of learning in field trips and excursion. Over all teaching learning experience analysis was good. The fourth section on the support from the students as alumni was average and 79% of students expressed consent to enrich teaching-learning process. Other areas such as contribution for infrastructure, sponsorship, resources and collaboration was moderate. Guest lecture and interaction was organized to motivate alumni to support the institution. The final section consisted of aspects related to self -development and mean ranged from high to very high. The highest mean was with respect to developing time management, following rules and cleanliness. This clearly indicated there was a significant improvement at individual and professional levels.</p> <p>Principal's Performance Feedback: The questionnaire covered four areas; professional, accountability, visionary and supervision. On an average 40 – 50% students rated principal distinguished in all the components of professional areas such as coordination, involvement of staff, conducting SQAC meetings, transparency, crisis management, resource management and decision making. 41 – 49% of students rated the head of the institute as visionary in all aspects such as adopting technology, result oriented mission, ensuring feedback analysis and effectively planning for the future involving all stakeholders. Similar rating was observed with respect to supervision duties such as teacher's capacity building, promote collaborative learning culture, delegating tasks, creative use of infrastructural facilities and assessing progress at regular intervals.</p>

Semester wise Feedback: The feedback on the course paper was designed to collect data on transaction of content knowledge, teacher-student interaction, innovative sessions and educational
--

significance. The feedback on the core papers was rated high to very high level on a four-point scale from semester I to semester IV. In semester I, the mean ranged from 1.92 to 2.1 on 3 point scale. Efforts are made to change modalities of curriculum transaction through collaborative strategies and practical oriented teaching. Greater percentage of students rated the course “Understanding childhood, adolescence and learning process” and subject methodology as good. The mean in semester II ranged from 2.1 to 2.4. The range of mean value in the third and fourth semester is from 1.9 to 2.1. So an outcome-based approach with more innovative pedagogical approaches was emphasized.

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	31

2.2 Catering to Student Diversity: We cater to students from different backgrounds such as

- Rural and urban
- Linguistic variations
- Varied socio-economic background
- Different cultures: different states of the country
- Graduates, Post Graduates, MBA Graduates, Engineering Graduates
- Differently-able

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
2019-2020	78	31	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 (<i>LMS, e-Resources</i>)	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
		<ul style="list-style-type: none"> • Microsoft • LCD 	5	3	<ul style="list-style-type: none"> • INTERNET • E- Journals

21	21	Projectors • Interactive Boards • Video • Editing software: Premier Pro 5.5 • Language Lab: PTNL • Statistical Package :SPSS			• INFLIBNET • Google Classroom • Google site • Zoom
----	----	---	--	--	--

• **Students mentoring system available in the institution? Give details. (maximum 500 words)**

Mentoring at St. Ann's College of Education have both formal and informal mentoring programmes. The formal programme is general and the mentors help mentee in identifying goals and provide professional advice and guidance. The mentoring focus on career and personal development to the fullest as a teacher. They help in clearly understanding the organisational functioning, activities and information that would benefit the learner at professional and personal level. The formal mentoring is in the ratio of 1:15 focusing on inculcating self-learning to enhance capabilities through sharing of experiences and establish rapport with learner modalities. Regular mentoring facilitates all curricular aspects, projects, internships, observation, club activities and co-curricular activities and their thoughtful analysis.

Informal mentoring is mainly focused on counselling for destressing as many of the students are married, mothers and a few cases of student on family way. Special attention is given to students from rural background and psychological issues is more done through informal mentoring. It is observed to be more effective in engaging in psychosocial activities such as counselling, facilitating social interactions, role modeling and providing an individualized supportive environment. Further informal in-house mentoring by the faculty members for the new recruits have been highly beneficial. Also reverse mentoring was effective for technological support to few faculty members. A unique mentoring style of Big Sister approach was initiated in designing portfolio created platform where in senior peer member was assigned to juniors in 1:1 ratio. Virtual mentoring has become more prevalent from March 2019 at all levels such as online classes, dissertation, methodology inputs, projects and practical activities. With the onset of pandemic a situational mentoring for counseling and wellbeing was in place. Apart from quickly developing skill to use technology for teaching and presenting online, a supervisory mentoring for research and dissertation work for tool development, data collection, data analysis was taken up for students of the master's programme.

Outcome of Mentoring Programme:

- Developed leadership skills among the student teachers in the process of project implementation, conducting assembly, co-scholastic programmes and internship
- Student teachers are empowered to accomplish through personalized mentoring

- Mentoring helped to foster a culture of inclusion minimizing the divide in rural and urban, status, knowledge base and disciplines
- Knowledge sharing and retention was facilitated through mentoring by experts in respective courses.
- Mentoring nurtured up-skilling initiatives through peer teaching and innovative teaching.
- One on one mentoring of seniors to juniors strengthened the interdisciplinary transition from core subjects in teacher educational programme.

A structured mentoring programme has strengthened the different aspects of professional and personal development of student teachers who are empowered, entrepreneurs and thinkers as a multi-faceted programme that offer academic, social and professional opportunities to students including the minority students. Capacity building for socially responsible leadership is achieved through structured and open-ended mentoring procedures. A mentor wise evaluation of the development of teaching skills, personality and attitudinal changes are certified. This add-on certificate of skills opens opportunities to the world of placements. Alumni mentoring is an important culture which supports bonding at all levels.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio
B.Ed. 74	15	1:15
M.Ed. 31	6	1:6

2.4 Teacher Profile and Quality

2.4. 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
21	Nil	Nil	Nil	12

2.4.2 Honors and recognitions received by teachers (received awards, recognition, fellowships at state, National, International level from Government, recognized bodies during the year)

Year of award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	Nil-	Nil	Nil

2.5 Evaluation Process and Reforms

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.	013	Semester IV/2018-2020	26-09-2020	20-10-2020
M.Ed.	1640	Semester IV/ 2018-2020	20-11-2020	10-12-2020

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	68 (B.Ed) 15(M.Ed)	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 (to provide the web link)

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

- 95% placement at B.Ed. level in International Schools, Private Schools and Missionary Schools.

2.6.2 Pass percentage of students

Program me 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	65	95.5
1640	M.Ed.	15	15	100

2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as web link)

Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as web link). The institution student satisfaction survey at the end of fourth semester is titled quality assurance rubrics. The areas included the responses to satisfaction level with respect to infrastructural facilities, rapport with different faculties, quantum of learning towards the curricular aspects, attitude towards the institution as an aluminous and extent of self-development.

Web Link

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

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,

Yes..... 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
NA		NA	NA	NA
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	NA	NA	NA	NA
International	NA	NA	NA	NA

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	20,000.00
	2017-2018	ICSSR	2,00,000.00	1,60,000.00
	2018-2019	ICSSR	2,00,000.00	1,60,000.00
	2018-2019	ICSSR	2,50,000.00	1,50,000.00
Interdisciplinary Projects	--	--	--	--
Students Research Projects (other than compulsory by the College)	--	--	--	--
International Projects	--	--	--	--
Any other(Specify)	--	--	--	--
Total	--	4	7,30,000.00	4,90,000.00
3.2.2 Number of ongoing research projects per teacher funded by government and non-government agencies during the years				
<ul style="list-style-type: none"> • Four: • Two submitted final report to ICSSR • One Submitted final report to 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)
UGC Sponsored Two Day National Workshop “	Education	06-12-2019

Inclusive Education: Pedagogical Practices and Intervention”		and 07-12-2019
Reflections on the Draft National Education Policy-2019	Education	12-07-2019
Psycho-Spiritual Workshop	Education	27-09-2019
Teaching Aid Exhibition	Education	02.11.2019
Workshop on STEAM based teaching& Learning	Education	19.12.2019

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	Category
Nil	Nil	Nil	Nil

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	
					--	
International	Nil	Nil			Nil	
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		1				
3.4.4 Patents published/awarded during the year						
Patent Details		Patent status Published / Filed		Patent Numb		Date of Award
--		--		--		--
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	Year of publica	Citation Index	Institutional affiliation as	Number of citations

		journal	tion		mentioned in the publication	excluding self citations
“Emotional intelligence as a precursor of Academic achievement”	Dr.Sarah Thomas and Prof.Dr.Sr.Marry Kutty	Peer reviewed Journal “New Frontiers in Education”	2020	----	St.Ann’s College of Education, Secunderabad	---

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
Attitude of Student Teachers towards Humanistic Approach	Prof. Dr. Sr. Marry Kutty & Ms. P. Deepthi Divya Rani	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann’s College of Education
A Study of Assessment for Learning Strategies through a Constructive Approach in Colleges of Education	Prof. Dr. Ruma Roy & Ms. Sarala Devi	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann’s College of Education
A Study on Perceptions of Students towards Co-Education	Dr. Jyothi Victoria& Ms. Trilokini	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann’s College of Education
Impact of Geometer’s Sketch Pad on High School Students’ Performance in Mathematics	Dr. K. Veena Latha & Ms. V.S.S. Bhargavi	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann’s College of Education
Spiritual Intelligence as a	Dr. Sarah Thomas &	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann’s College of

correlate of Pedagogical Competence of Teachers	Ms. B. Ranganayaki					Education
Guidance through Mentorship to Secure the Psycho-social Wellbeing of B.Ed. Teacher Trainees.	Ms. Irene C Pereira & Dr. Sr. Marry Kutty PJ	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann's College of Education
Study on Continuous Professional Development of In-service Teachers	Dr Ruma Roy & Ahmedi Unissa Begum	Pedagogy and Praxis	November 2019	Nil	Nil	St. Ann's College of Education

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				
Prof. Dr. Sr. Marry Kutty.P.J	---	4	-	1
Dr. T.Diana Jacob	--	4	--	--
Dr. Jyothi Victoria	--	2	2	--
Dr. Nirmala Chava	--	3	2	--
Dr. Ruma Roy	--	13	3	--
Dr. Veena Latha	2	2	--	--
Dr.MehaboobjanAnnigeri	--	3	--	1
Ms.Irene Catherine Pereira	5	11	--	--
Dr. Sarah Thomas	----	1	---	----
Presented papers				
D.T.Diana Jacob	--	--	--	--
Dr. Ruma Roy		2		
Dr.Sarah Thomas	--	1	--	--
Dr.Ch. Nirmala	---	1	---	----
Dr.MehaboobjanAnnigeri	--	--	--	1
Ms.Irene Catherine Pereira	--	1	--	--
Resource Persons--				
D.T.Diana Jacob	--	3	---	--
Dr. Ruma Roy	--	1	---	
Dr.Sarah Thomas	----	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)
Nil	Nil	Nil	Nil

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)	Number of trainees
--	--	--	--	--

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
Swatcch Bharat at college level &community level	Govt.of India, MHRD Govt. of Telangana	5	B.Ed. Students: 74
<ul style="list-style-type: none"> • Haritha Haram Green Campus initiative by students • Each one plant one 	Govt. of Telangana	5	74
<ul style="list-style-type: none"> • Swatcch Bharat/Community Studies Household Survey/ • Sensitization in 	Govt. of India, MHRD	4	M.Ed. 27

<ul style="list-style-type: none"> slum areas Each one teach one Cancer care Awareness programme 			
<ul style="list-style-type: none"> Field Trip: Active Farming 	St. Ann's College of Education (Autonomous), Secunderabad.	6	B.Ed. I year 30 B.Ed. II year 25 M. Ed. 11

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	Number of teachers co-ordinate such activities	Number of students participated in such activities
Swachh Bharat	MHRD Government of India	Swachh Bharat	5	74
VENTEL	MGNCRE/ Government of India	Compost pit, Community Engagement, Greening the Campus, Self-reliance	2	57
Nai Talim	MGNCRE/ Government of India	Gandhiji's Vision Songs & Skit on Gandhian Principles	9	110
STEAM	Butterfly Edu	Low Cost	6	63

Education	Fields	Teaching Aids		
Anti- Ragging/ Eve Teasing	SHE Teams of Police Dept, Govt. of Telangana	Awareness on Safety of girls/ women	4	82
Active Farming	Active Farm School, Chevella, Hyderabad	Industry cum Organic Farming Exposure	6	66

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
Discussion & Research: Pedagogical practices and Transactional Mode	Nordic University-Sweden : Mrs. Chrisabel with students	Nil	19.6.2019
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)	Participant
• Internship in Schools	Pedagogical Practices Online	34 Cooperating Schools of Hyderabad & Secunderabad	14-08-2019 to 05-10-2019 6-1-2020 to 29-.2 2020	68 (B.Ed. II year) 68 (B.Ed. II year)
		27 Cooperating Schools of Hyderabad & Secunderabad	18-11-2019 to 30-11-2019 3-2-2020 to 20-2-2020	76 (B.Ed. I year)
• Placement	Job shadowing	31 Schools of Hyderabad & Secunderabad	25-2-2019 to 5-3-2019	63

		27 Schools of Hyderabad & Secunderabad	12-2-2020 to 18-2-2020	45
--	--	--	------------------------	----

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
Butterfly Edu Fields	22.10.2019	STEAM based Education	B.Ed. Students:74 M.Ed. Students:26

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

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	5	--
Classrooms with Wi-Fi/ LAN	5	--
Seminar halls with ICT facilities	2	--
Video Centre	1	--
Computer cum Language Lab	1	1
No. of important equipment's purchased (\geq 1-0 lakh) during the	10	7

current year.		
Value of the equipment purchased during the year (Rs. in Lakhs)	2,34,860.00	4,27,299.00

4.2.1 Library is automated {Integrated Library Management System (ILMS)}			
Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Libetic	Partially	--	2004
NewZenlib	Fully	NGC core Engine version 3.1.4 Enterprise	2008

4.2.1 Library Services:						
	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	17540	24,21,851.00	48	21,264.00	17588	2,443,115.00
Reference Books	6377	3,80,083.67	30	18,494.00	6407	3,98,577.67
e-Books(e-Resources)	INFLIBN ET-NLIST	--	--	--	--	--
Journals & Magazines	59	4,20,382.00	19	15,279.00	78	4,35,661.00
e-Journals N-List journals e- Resources e-books	4	98,925.00	1	5,900.00	1	1,04,825.00
Digital Database	New Zen Lib Software	64,000.00	--	--	1	64,000.00
CD & Video	85	Along with books	20	--	--	--
Library automation	New Zen lib.AMC	--	1	12,390.00	--	--
Weeding (Hard & Soft)	--	--	--	--	--	--
Others (specify) national open University, School of Education Books	--	--	160	IGNOU Books	--	--
Audio cassettes	10	--	--	--	--	--

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 teacher	Name of the module	Platform on which module is developed	Date of launching e – content
Dr. Jyothi Victoria	1.Stages of Growth & Development 2.Understanding of how different- socio-political realities construct different childhoods 3. Psycho-socio entity of an individual 4. Influence of family, school and Community 5. Relating Biological Science to Physical Science & social environment, technology, society & environment 6. Development of scientific attitude & scientific temper 7. Aims of learning Biological Science	PMMMNMNTT support Team	Yet to be Uploaded
Dr. Nirmala Chava	Learning Jean Piaget Theory	PMMMNMNTT support Team	Yet to be Uploaded
Dr. Ruma Roy	Experiential learning Improvised Apparatus	PMMMNMNTT support Team	Yet to be Uploaded
Dr. MehaboobjanAnnigeri	National curriculum Frame work with special reference to Social Sciences	PMMMNMNTT support Team	Yet to be Uploaded
Institutional Level			
Sarah Hemalatha	Cell and Types of cell organells	Institutional	17-9-2019
Nehaster	Combustion	Institutional	17-9-2019
Jyothi Sharma	Magnets	Institutional	17-9-2019
Srilakshmi	Fluid Connective tissue	Institutional	17-9-2019
Judith	Animal Behaviour	Institutional	17-9-2019

4.3 IT Infrastructure

4.3.1 Technology Up gradation (overall)

S.No.	Total Computers	Computer Labs	Internet	Browsing Centers	Computer Centers	Office	Depts	band width (MGBPS)	Others
Existing	44	24	Wi- fi enabled	--	--	5	2	--	5
Added	--	--	--	--	--	--	7	--	1
Total	44	24	Wi- fi enabled	--	--	5	9	--	6

4.3.2 Bandwidth available of internet connection in the Institution (Leased line)

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	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
3,00,000.00	2,90,000.00	7,10,000.00	7,10,000.00

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)

Physical Facilities: Physical infrastructure of St. Ann's College of Education is an asset developed over the years. The completion of language cum computer lab is beneficial to all. It is under surveillance with clean and green campus. Different species of flora was added. Vacation courses are organized in the premises for NIOS students. Aquarium at the entrance is a feast to the eyes.

Academic and support Facilities: After the implementation of revised syllabus, innovative methods and approaches were employed. All the faculty members explored the different way to teach with onset of online teaching. The faculty extends their support to all cooperating schools. Records, innovative plans, dissertations, assessment tools, rubrics for the year were documented and shared to faculty of other colleges and schools whenever required. A workshop on STEAM based teaching and learning was conducted to explore the possibilities of improving 21st century skills. In addition to the regular core subjects and regular classes, a variety of practical sessions with equal weightage to the theory to substantiate quality learning. Open learning platform like "SWAYAM" portals are encouraged. A plan of action is initiated through IQAC to assign credits for swayam certification. Guest lecture on Metaphysics-Ontology and Theology was organized for M.Ed students.

Laboratory: Laboratories are maintained to support academics structured as multipurpose labs with display of student designed audio-visual aids. The labs are also used as classroom to facilitate easy access to various experimental aids. The peer teaching, innovativeteaching are conducted in the labs which supports in skill development. As the lab is provided with LCD it is used for final practical and project presentations. The psychology lab is restocked with tests. The computer lab is also used for practical classes for developing ICT skills, language development and the certificate course in Computer Education. Capacity building planning for Teacher Educators is an ongoing strategy of this institution focusing on teachers' professional development.

Library: The college library is resourceful with books, journals, thesis, and dissertationsThe old books and journals are segregated and preserved. The library is updated with digital books and online journals. Library committeehelps in the process of selecting and procuring books. Library is open to all research scholars, lecturers from other colleges, teachers' from co-operating schools to promote a culture of reading.

Sports Equipment: The college conducts sports competitions throughout the year,during offline classes. The sports room is equipped with both indoor and outdoor games. Gymnasium is updated.

Computer: Computers, smartboards and LCDs are provided and maintained in classroom apart from computer lab, language lab and library. The computer software and hardware are maintained by Annual Maintenance Policy (AMC). The computers are periodically updated with required software. Virtual classroom is equipped with shooting and editing. The editing software Adobe Premier Pro 5.5 version is installed in virtual lab. Laptops are available for presentations.

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	10	50,000.00
Financial support from other sources			
a) National	National Portal Scholarship	3	42,000.00
b) State	Scholarship	18	1,89,000.00 (in the Process)
b) International	NA	NA	NA
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	No.of Students enrolled	Agencies Involved

• Remedial coaching	30.7.29 4 11. to 6.11.2019	15 (B.Ed) 15	Methodology Faculty Faculty members
• Language Lab	6-11-2019	76	MG Technology
• Yoga Classes	19-6 to 26-6-2019	76	Alumni
• Personal counseling	18-6-2019	10 (B.Ed) 5 (M.Ed)	Counsellor
	10-7-2019	74	Methodology Faculty
	23-7-2019	06	Principal
	6-8-2019	74	Principal
	28-10-2019	5	Principal
• Mentoring	6-8-2019	74	Mentors
	4-12-2019	74	Divya Disha- NGO
• Soft Skill Development	27-9-2019	142 (B. Ed) 21 (M.Ed)	SEREPH – NGO
	20-11-2019	27 (M.Ed)	St.John's Seminary, Ramanthapur
• Skill Development	11-12-2019	74	Bala Swecha- NGO
	19-12-2019	74	Butterfly Fields Ltd

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 benefited students by Guidance for Competitive examination	Number of benefited students by Career Counseling activities	Number of students who have passed in the competitive exam	Number of students placed
2019-2020	TET/ CTET (B. Ed)	68	68	11	12
	SET/NET (M.Ed)	21	21	2	01

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
---------------------------	-----------------------------	--

1	1	20
5.2 Student Progression		
5.2.1 Details of campus placement during the year		
On campus		On campusOff Campus
Name of Organizations Visited	Number of Students Participated	Number of Students Placed
1.St. Peters Residential School, Kompally 2.Tatva Global School, Gajularamaram, Hyderabad. 3.MathioliVidhyaBhavan,Muneerabad village, MedchalMandal& Dist. 4. Meru International School, Madinaguda, hyd. 5. Johnson’s Grammar School, West Marredpally 6. St. Anthony High School, Himayatnagar 7.Chirec International School, Kondapur, Near HitechCity,Kothaguda, Botanical Garden Road, Cyberabad 8.Bhashyam School, Karkhana 9. St. Andrews (AE Group), West Marredpally 10. Delhi World Public School, Medchal 11. Olympia International School, Toopran, Medak. 12. St. Pious School, Alwal 13. Little Flower High School, Abids 14.Bachpan Global School, regional office, Habsiguda. 15. Scholars International, Manikonda, Hyd. 16. Edify Institution, Kompally 17. Johnson Grammar School, ICSE, Kakatiyanagar, Habsiguda, Hyderabad 18. St. Joseph’s School, Habsiguda, Malakpet 19. St. Michael’s School, Alwal 20.Kakatiya Olympiad, Nizamabad 21. Sri SaiSaraswathVidyanikethan, Sri Krishna Nagar Colony, Near Green Barwachi Hotel, Yosufguda. 22. St. Patrick’s High School, SD Road, Secunderabad	45	3809

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 institution joined	Name of Programme admitted to
2019-2020	10	B.Ed./ M.Ed	Education	Prof. G. Ram Reddy Centre for Distance Education, Osmania University, HYderabad	M.Sc., M.A.

5.2.3 Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)			
Items	No. of Students selected/ qualifying	Year	Registration number/roll number for the exam
NET	2	2019-2020	TL0152100179 (30 Nov 2020) TL01517938 (12 July 2019)
SET	--	--	--
SLET	--	--	--
Civil Services	--	--	--
State Government Services	1		
Any Other	-		
CTET	6	1. Dec 2019 2. July 2019 3. Jan 2021 4. Jan 2021 5. Jan 2021 6. Dec 2018	<ul style="list-style-type: none"> • 183001743 • 172031879 • 183030005 • 183039425 • 183042160 • 71023848
APTET	3	<ul style="list-style-type: none"> • July 2011 • Jun 2012 • June 2012 	<ul style="list-style-type: none"> • 316126101153 • 1212161100709 • 12121611007084
APSET	1	July 2012	<ul style="list-style-type: none"> • 110600584
Any Other	--	--	--

5.2.4 Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Participants
Sports		
Kho-kho	Institutional	16
Tug-of-war	Institutional	53
Shuttle badminton	Institutional	11
Running race	Institutional	10
Cultural (Offline/ online)		
Music	Institutional	36
Poster Making	Institutional	4
Flower Arrangement	Institutional	23
General Knowledge	Institutional	99
Quiz Competition	Institutional	34
Drawing & Painting	Institutional	06
Elocution	Institutional	05
Essay Writing	Institutional	12

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)

[illegible]

5.3.2. Activities of student council & representation of students on academic & administrative bodies/ committees of the Institutions (Maximum 500 words)

Student council and representation of students on academic and 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. SQC goes a step ahead even to take the responsibility of practice of innovative lessons planning and demonstration at the college. Here the college gives them the liberty to take self-decision and also bear the responsibility of streaming it.

SQC even looks into the feasibility of conducting teaching practice during the pandemic. The list of schools are made known to the SQC members for any further suggestions which later will be tabulated and presented to the rest of the students. SQC council enthusiastically plan for various other programmes at colleges on various occasions.

In the consequent meeting on 08-02-2019, the SQC and Principal planned about the periodicals.

The college day celebrations were finalized but could not materialize due to the sudden rise in covid. Modalities of internship were analyzed in detail and stipulated rules were formulated.

SQC also shows interest in community based programmes. SQC – office bearers also expresses their feedback on their journey of 2 years of B.Ed. course. SQC even takes initiative to celebrate for celebrations. They also looked into the organization of the canteen in the campus by the 2nd year B.Ed. students on 13th December 2019. The SQC takes interest in the academia of drafting the college magazine. They even plan workshops and topics of concern. 21-08-2020 meet was focusing on Teachers' Day celebration, virtual meet.

Virtual competition to be held in the areas of poetry recitation, elocution, mehendi, hairstyle, solo singing, and English proficiency were discussed and decided. Gandhi Jayanthi celebrations were in the list of agenda during the meet on 22-09-2020. Every event gave the students innovative ideas and an optimistic outlook of working together in spite of being apart. Peer mentoring specially during the pandemic helped in building and continuing their studies, though there were health issues, mental agony and economic issues. SQC could inform the principal and faculty the problems faced by the classmates. They would help in teaching one another how to handle technology and taught those who needed extra help in online classes.

It was decided by SQC members and the Head of the institution to propagate "Nai Talim" with a new zeal. Celebration of National Education Day was discussed and activities were ascribed to the members and activities were assigned to the capable persons. Due to pandemic almost all discussion and decision are finalized but could materialize according to time.

Almost in all the decision making procedures regarding scheduling and implementing the curriculum is periodically discussed with SQC members and they act with dedication and enable their services to their utmost perfection.

5.3 Alumni Engagement

Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words): Yes

The Alumni Association of the College named as "Annite" was established with motto "Kindle Growth" in the year 2001. All former students' of St. Ann's College of Education including the present staff on roll has become the members of STAAF (Student Teachers' Annite Alumni forum) which is proposed to be renamed as Student Teachers' Annite Welfare Alumni Association during the year 2020 to be registered under "Registrar of Societies". The pros and cons of registering the alumni association under the same society is underway. The process of registration has begun with formulation of by-laws being approved by the members in the general body meeting on January 2019. All B.Ed. and M.Ed. Final semester students are invited to register for alumni association. The membership fee is Rs.1000/- (One Thousand Rupees) as a life member, and Rs.500/- per alumni for a annual

subscription. The alumni are connected and kept informed through official social networking sites such as Facebook and WhatsApp group “Annite” with their batch. All information regarding the seminars, workshops and conference are posted through WhatsApp. Alumni members include edupreuners, principals, teachers, corporate professionals, and trainers etc, who contribute in their own way to the institutional growth. Many of the students take up opportunities internationally and are successfully employed in US, Australia, Canada. One alumni representative is selected as a member of IQAC and BOS for their valuable inputs. Alumni members are invited to motivate the fresher’s during the induction programme and PTA meet. Their experiences motivate the students to prepare for the forthcoming academic challenges and functioning of the institution. The alumni members participate during the placement drive and also share about the vacancies in respective schools for recruitment. Based on the requirement, the college also recruits the post graduate students with remarkable potential as faculty. The B.Ed. students with excellent teaching skills are offered placement in the schools under the St. Ann’s Congregation. The alumni forwards their research finding based on field experiences and these are compiled and published in the college journal “Pedagogy and Praxis”. Alumni are encouraged to post their innovative practices at intervals that enables to enrich the innovative practices in college. The alumni are privileged to access library resources both physically and digitally. It is proposed to involve alumni in recording digital lessons in areas of their expertise and upload the same. Alumni who have established schools invite teacher educators to supervise their activities and conduct workshops for enrichment. Alumni from this college have secured awards for their innovative practices in their respective workplaces. Some of our alumni have cleared Group I exams and are holding administrative position in state of Telangana. Alumni is actively involved in sharing their expertise and guidance to one another collectively and at individual level. They also act as external examiners both for B. Ed and M.Ed programme. Alumni at different schools in the twin cities invite our faculty for different programmes as Chief guest like Independence day/ Republic day. Alumni continue to have sister mentor approach even at schools.

5.3.2 No. of registered Alumni: 50

5.3.3 Alumni contribution during the year (in Rupees): 50,000.00

5.3.4 Meetings/activities organized by Alumni Association: organized on 19th of January 2020

Members have been elected. Resolved to register the association. The initial draft of the by-laws 23-09-2010 stated the following points:

- All former students’ of St. Ann’s College of Education including the present staff on roll of 2010 will become the members of STAAF (Student Teachers’ Annite Alumni forum) which is renamed as Student Teachers’ Annite Alumni Association during the year 2020/ 21.
- During 2010, the executive committee was formed with 1. President 2. Vice-President 3. General Secretary 4. Joint-Secretary and 5. Treasurer keeping the structure intact, adding executive members later. And the duties of all the Executive Committee members, norms and procedures for election of the members were deliberated.
- It was decided that the Executive Committee members would meet once in 6 months and the general body meeting are planned once in a year and finalized to be held on 19th January every year as it reflects the inception date and month of the Alumni organization.

- A separate bank account was opened in Canara Bank from the year 2001 and the accounts are subjected to audit every year.
- The membership fee is Rs.1000/- (One Thousand Rupees) as a life member, and Rs.500/- per alumni for a annual subscription.
- The connectedness of alumni is established on WhatsApp from the year 2002 for both UG and PG student Alumnus.
- All resolutions and amendments are finalized on the 2/3rd majority of the members present and on the consensus derived at the general body meeting.

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.

Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Collaborative and Participatory Management of the institution at all levels. The organizational structure is classified into administrative, academics, student affairs, examination working in coordination. The institution focuses keenly on decentralization by initializing equal opportunities with specific functions assigned to their members of office/faculty and subordinates, transfers power with responsibilities to a close chain of confident elected members for financial, administrative, quality management, curricular processes. Committees are constituted with a 4-tier system consisting 1. The Principal, chairperson for all committees 2. Staff in charge 3. Elected Members (inside and outside) and 4. Student Representatives (UG/PG). These prospective committees would meet at stipulated intervals to discuss the modalities and a blueprint is planned. It is segregated at each level and various roles are assigned, to the faculty, staff and students to accomplish the task and report to the Heads. The operational levels from the government inputs, state policies, and financial affairs/UGC interactions/affiliation and so on are always done by the higher-level committees and mutually support and accomplishes the goals as a team. At later stages e-governance and on-line webinars, online-classes, on-line examinations and online library access are challenges faced with cooperation from different tech-savvy committee. This autonomy transferred to the committees are appraised, reports scanned and the feedback inputs are scrutinized for further amendments. These decentralizing responsibilities and accessing quality performance is an on-going process of this college. This institution knows that there is a connectivity between parents in the grooming of their wards and their inputs would bring better results. For this co-operative effort, the college conducts Parent Teacher Meet to decentralize the power to them to voice out their constructive options to be included as academics, co-curricular and act as resource persons as per their capabilities. We are very much aware of the importance of non-cognitive domains of teacher growth. Every staff is given power to decentralize modalities to organize sports, cultural activities, field action plans, club programmes and other co-scholastic actions using their own expertise. Moral education and spiritual education is an inbuilt process of this college. Faculty and student representatives are allowed to decentralize their ideas for the planning and action regarding the inculcation of the above agenda through various strategies.

Decentralization of Leadership: The institution believes in sharing of the responsibility and encourages the staff to have participatory role in matters concerning to the wellbeing of the students and progress of the professional development at all levels. Academic freedom is given to do research like UGC project, ICSSR etc and publication of books and journals, organizing seminars and workshops. The management takes leadership in responding to the challenges of the time. Permits faculty to take up consultancy services and advocacy in the areas of guideship, board members in professional institutions and extension services outside the college. In all major decisions taken, the staff are involved in their capacity.

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):

Curriculum Development (100 words)

B.Ed. and M.Ed. curriculum is on par with the National and State Policies, stakeholders' demands and to cater towards the threats and challenges emerging periodically. The curriculum, syllabi, practicum and all other sub-domains of the main curriculum are aligned after study, debate and inter relationships are designed between the core-papers and the pedagogical practices. A draft curriculum was prepared based on the changing needs and presented before scholarly team for authenticity. After meetings and recommendations from various statutory bodies the syllabus was approved. A certificate course in basic skills in counseling and soft skills was introduced as add on courses.

Examination and Evaluation

Examination and evaluation were conducted as scheduled in the academic calendar except during the pandemic period. Results were declared within 20 days of last examinations. Continuous assessment included assignments, practical work, seminars, project work and record work. All internal evaluation were followed by a systematic feedback. Practical examinations of all Enhancing Professional Competencies (EPC) papers, final teaching and project presentations were evaluated by jury members with rubrics. The progress of research work was assessed at the end of every semester. Some of the evaluation were done online. The final semester end examinations were postponed and held offline following UGC guidelines.

Research and Development

Research and development are part of curriculum and culture of this institution. The curricular changes are in place based on preliminary data collected from stakeholders. Instructional designing, innovative plans and assessment criteria have been revised. Research topics selected by the post graduate students focused on areas such as STEM Based Teaching, situated learning, evaluation criteria for portfolio, inclusive education etc. The quality of research is prioritized and are published in the institutional journal. Every student at the B.Ed level works on classroom problems and designs/ prepares an action research. A draft proposal is under discussion to be submitted to ICSSR.

Library, ICT and Physical Infrastructure / Instrumentation

The Library committee listed the books required according to the revised syllabus. The focus was on subscribing online journals and motivating students to use online books and journals. A library class within the time table is to facilitate student access to the library books. The faculty members decided to maximise the use of books and journals by designing assignments and seminars that enhance self-learning. Open book examinations were also introduced to inculcate the habits of précising, compiling, editing, rephrasing, and paraphrasing to enrich learning. The library is open for reference to the alumni after acquiring prior permission for professional development.

Human Resource Management

The designation of duties is meticulously done based on the competencies and interest of the faculty and feedback from the students. Regular meetings with student council and faculty members helps in effective management and delegation of work. The college encourages all faculty members to pursue professional development programmes. The information regarding FDPs are forwarded on common mail and staff WhatsApp group. Time for research work is facilitated with flexible timings. The college continues to attract and retain dedicated staff. Students with very good academic records and teaching skills at PG level absorbed as faculty and further appointed as assistant professor.

Industry Interaction / Collaboration

The institute signed a MoU with Butterfly Edu fields Private Limited. Team lead by CEO of Butterfly Edu field conducted workshop with range of “Do it yourself” kits to promote STEAM based teaching to facilitate experiential learning in concepts of Science and Social Sciences. A MoU was signed with NIHH and students were sent for internship to special school for hands on experience. An informal meeting was initiated to collaborate with an eminent professor of Australian Tutoring Agency to enhance professional standards of B.Ed & M.Ed students. The institution collaborates with government, aided and private schools for internship and placements.

Admission of Students

The admission to B.Ed. and M.Ed. courses are through centralized counselling at Osmania University followed by counselling at the institutional level by the Principal. 70% of the seats are filled by women candidates from minority. The other phase is open to all. Queries regarding admissions are clarified on phone by the supporting staff. The details are updated on the website. The faculty members orient the students for the prospective of the course to select specific methodologies. The PG programme is self-financed and admission to the courses are based on the ranks obtained in the common entrance test through University counselling.

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

- Planning and Development

All planning for improvement of the institution are organized and disseminated online. The information of students’ profile allotted for admissions are completed online. The process of planning is initiated and the time-table for all the classes are planned well in advance. The implementation of new syllabus and the required planning for curricular aspects, practical activities, projects work, co-curricular activities, sports activities, celebrations and process of evaluation are planned ahead. All the respective in-charges design and share their plan with

the admin. The plan of action is developed based on the observations and gaps in the previous year. After a preliminary research of the new developments and keeping in view the stakeholder's requirements the topics for forthcoming seminars and workshops planned are listed and presented before IQAC, BOS and Academic Counsel meetings. With the advent of lock down an interim planning for online teaching was immediately implemented to complete the syllabus from April 2019.

- Administration

All administrative documentation is computerized. Educational Management system is tailored according to the requirement of the institution. All Information are communicated through E-Mails. Profiles of faculties and students are documented and retrieved whenever required. Communication with students and faculty is through common E-mails.

- Finance and Accounts

All financial transactions are preferably online. The finance and accounts are computerized. The salary of staff is calculated using the D Base and PC voice for Accounts. The quotation for lab equipment's and library books is transacted online. The fee collection is through digital banking system.

Student Admission and Support

The list of students allotted after counselling are shared by the university to the college online. The profiles are collected online and documented in the system. The academic calendar and syllabus are shared to the personal mail of the students. All study material required by students is shared through common mail and Google Classroom. Assignments, period plans and seminar presentations are submitted on Google drive. The Online feedback is collected through Google forms. All ongoing events are updated on the college website.

Examination system

It is maintained through customized software that is updated whenever required. The exam papers for internal exams are received by mail from the faculty. Filling up of forms and release of hall tickets are done online. The marks are received online and fed into the system. The results are compiled and the certificates are generated. An add-on formative Assessment certificate is also graded for all co-curricular activities and performance throughout the year in various activities. All practical exams such as portfolio presentation was facilitated online. The Viva voce for Dissertation at the PG level was conducted online. The Semester End Exams were delayed due to COVID. The final semester exams were held offline and results declared online. The internal exams were held online using Google forms. The paper was in MCQ form and short answer type questions. The students were trained to answer MCQ and scan and upload their papers. The responses were shared with faculty for evaluation. The marks are received online for all the internals conducted.

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	Amount
------	-----------------	---	--------

		which financial support provided	of support
2019	Dr.Sr.MarryKutty P.J. Dr.T.Diana Jacob Ms. Irene Catherine Pereira	23 rd Triennial Conference Revisioning Higher Education in India Challenges and strategies for Catholic Institutions September 13 th to 15 th 2019	11000.00

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 participant (Teaching staff)	No. of participant (Non-teaching staff)
October 2019	LMS (Learner Management System):		7.10.2019	12	2
		Maintaining accounts & GST training at St. Ann's Home, Bolaram	12.10.2019		1
	• RIFY (Rify Hosting Pvt. Ltd.)	Website Management	11.10.2019	2	2
	• Balaswecha software orientation for online Assessment & Evaluation Moodles.com	Online Assessment	11.12.2019	12	1

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Yes

- Total corpus fund generated : 1,50,000.00

6.5 Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority

Academic	Yes	-----	-----	Management
Administrative	Yes	-----	Yes	Management
Financial	Yes	Telangana Fee Regulation Committee Ramesh Babu & Co Finance Officer, OU	Yes	TFRC Authorized Auditor Authorized Officer

6.5.2 Activities and support from the Parent – Teacher Association (at least three)	
<ul style="list-style-type: none"> • Active members of IQAC to offer suggestions and support • As resource persons for certificate courses • Technical support where ever required 	
6.5.3 Post Accreditation initiative(s) (mention at least three)	
<ul style="list-style-type: none"> • Focus on community programme (Assistance to Covid victims) • Research Projects completed • Initiated the process of registering the alumni association 	
6.5.4 Development Programmes for Support Staff	
<ul style="list-style-type: none"> • Training is given to the support staff to maintain the web page. • Training in the use of 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. 	
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
2019-2020	<ul style="list-style-type: none"> • Effective implementation of curriculum • MOU with Butterfly Edufields • Pedagogy: Differentiated attention to both theory and practical is maintained • Learner centric pedagogy adapted predominantly, Techno pedagogical Content Knowledge (TPCK), focus on consistency and conformity to vision and mission of the college. • Content test and remediation in the initial phase of B.Ed. programme.

	<ul style="list-style-type: none"> • Regular In-house teaching emphasized for content development • Evaluation: open book system, designing higher order questions • Evolving and documentation of the criteria for evaluation for curricular and co-curricular aspects for error free evaluation. • Preparing teachers for STEM Education. • Renewed modalities for conducting Internal and periodical exams such as developing MCQ's , designing working models/ improvised apparatus, charts, planning for innovative teaching. • E- content development by students
--	---

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
Teachers Day Celebrations: Guru Devo Bhava	5.09.2019	182	Nil
150 Years of Mahatma Gandhi's Birth day	1-10-2019	110	Nil
Rashtriya Ekta Divas	31.10.2019	182	Nil
Communal Harmony Day	19.11.2019	182	Nil
Course on Gender, School and Society Workshop for married women on work life balance.	02-12-2019 to 11-04-2020	74	Nil
Elimination of Violence against women: Divya Disha	4.12.2019	182	Nil
Human Right's Day	10-12-2019		
SVES: Self Protection Strategies : Eve –teasing & anti Ragging / theft by SHE Team, Police Department	11.02.2020	82	Nil
Women's Day Celebration: Nature to Nurture (Equity and Equality)	06.03.2020	198 (I year and II year)	Nil

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as: Percentage of power requirement of the College met by the renewable energy sources		
		Programmes undertaken
Reduce:	Water:	Posters at all water sources
	Electricity:	Mapping with indicators, Slogan posters, Use of CFL bulbs

	Paper	Transactions online, Exams online, Assignments, Seminar submission online	
	Plastics	Plastic free campus Survey in neighbourhood“ No Plastic Awareness” 9 th Oct 2019	
	Thermacol	Audio Visual aids made with only decomposable material	
Reuse:	e- waste	Computers are reused	
	Paper	Papers for rough work	
	A.V aids	Donated to schools for reuse	
	Water	Rain water is redirected to plants	
	Dry leaves	Organic waste converted to compost	
Recycle	CD	CDs are converted to wall hangings	
	News Paper	Paper bag making, flower making	
	Plastic Bottles	Making craft work, Artefacts	
	Old clothes	Bag making	
	Bio waste	Compost pit	
Recover	Plantation	Haritha Haram: Plant a tree	
	Fuel saving	Tips for minimizing fuel consuming	
	Save Earth	Awareness through wall motifs	

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	---
Left hand chairs:	Yes	5
Any other similar facility: Wheel chair	Yes	1

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year: 2019-20

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
--	--	-------------------------------------	------------------------	------------------	--

<p>Advantages</p> <p>Well connected with all means of transport & nearness to Schools</p>	4	30.7.19	-Remedial Classes	Teaching the educationally backward children	10: 2
		4.12.19	-Awareness on violence against women	-Violence against women	142:12
		1.2.20 to 15.2.20	-Remedial Classes	-Teaching the educationally backward children	10: 2
		13.3.20	-Remedial Classes	Teaching Children at Risk	7:1
		20-12.19	-Teaching Aids/ Stationery	-Help to economically backward children	8:1
	4	28.06.19 to 5.7.19	-Initiative towards Govt. Policy Swacch Bharat Abhiyan	-Awareness programme at Govt. Schools - Cleanliness Drive	74:11
		11-1-19 to 15-1-19	National Literacy Mission - Each one teach one	- Bridging basics of literacy and numeracy/ Shouldering community responsibility	21:6
		As per the need	Counselling services	-Personal & educational counseling	6:1
		7-2-20	Field trip: Active farming	Sensitizing students towards dignity of labour & eco-friendly	55:6
	<p>Disadvantages</p> <p>-Dusty Environment</p> <p>-Sound pollution</p> <p>Actions Taken</p> <p>- Regular and Meticulous Cleaning</p> <p>- Clean and Green Campus</p>				

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders		
Title	Date of Publication	Follow up (100 words)
Prospectus	28-12-2019	‘Pedagogy of the Heart’ is our principle from the inception and conceptualization of noble cause of preparing morally upright, happy and empathetical teachers’ to dive deep into the finer aspects of internalizing intellectual, moral, aesthetic, and cultural values as a teacher behavior.
Pedagogy & Praxis	5-2-20	A search into the professional developmental criteria for in-service teachers, were all studied and reflected as articles in Pedagogy and Praxis, a yearly journal of this college.
Handbook on Dramas	2019	A series of experimentation on theatre, dance, drama and elements of play making, through aesthetic sensibility experimented at college which is done through role plays, skits during the phases of internship.

7.1.6 Activities conducted for promotion of universal Values and Ethics		
Activity	Duration (from-----to-----)	Number of participants
Honouring Teachers	5-9-2019	147
Equity, Fraternity, Justice	7-9-2019	117
Psycho Spiritual workshop: Fr Vijay, Archdiocese of Hyderabad	27.09.2019	145
Celebration of Mahatma Gandhi’s 150 th Birth Anniversary	1.10.2019	109
STEAM Workshop	19-12-2019	63
Celebrations of all festivals	3-10-2019	120
1. Bathukamma	28-10-2019	101
2. Diwali	21-12-2019	109
3. Christmas	13-01-2020	133
4. Sankranthi		
Active participation in Swatch Bharat Programme as Community Service	28.06.19 to 5.7.19 25-03-2020	74
Photo Gallery on Contemporary issues in Education	11.02.2020	74

Cleanliness is next to Godliness	25.11.2019 to 30.11.2019	74
Workshop on Inclusive Education	6 & 7-12-2019	122

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 • Haritha Haram • Clean and green campus • Reuse and recycle as a norm • Compost pit

7.2 Best Practices
<p>Describe at least two institutional best practices</p> <ul style="list-style-type: none"> • Practice teaching at primary, upper primary and secondary level • Greater emphasis on developing 21st century skills in both curricular and co-curricular aspects • Online portfolio development and presentation with emphasis on reflection and documentation • Value enhancement strategies in alignment with vision and mission of the college • Community-based activities with various elements identified by state and national government • Co-curricular activities related to novel, social and community related issues based on the theme selected for academic year that is “Plant Health” • Preparing students teachers for Inclusive Classrooms and designing pedagogical aspects • Student teachers are trained in e - content development and recording. • M. Ed students have registered in the SWAYAM courses. <p>Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link</p> <p>Practice Teaching at primary, upper primary and secondary level: This practice aims to promote high-quality teaching in classrooms and professional collaboration at school level as it is the core of a teacher preparation. The teaching practices is mainly focused on socio-constructivist theories. The teaching at primary level was planned in the semester I with instructional methods based on socio-constructive strategies exploring structuring, student orientation and enhanced activities. The students are prepared in creating conducive classroom climate, direct instruction, support for self-determination and cognitive stimulation and challenges. Teachers are organized into groups into research group and conduct a lesson study. They work together to analytically interpret national guidelines, preface, to define teaching goals and plan for classroom transaction. This also develops the perceptions of professional learning communities. Emphasis is laid on interdisciplinary, constructivist and activity-based teaching. A suggestive format is designed for topics at primary level and accordingly planned. The second semester practice teaching is at the upper primary level for a period of two weeks. The students develop skills through peer</p>

teaching applying different approaches and strategies. The student teachers design lesson plans based on a structured basic format open to creative ideas and presentation. A seven-week internship is planned for semester III at secondary level. The students practice peer teaching implementing innovative teaching methods. The student teachers are specifically trained to apply continuous comprehensive evaluation and assess the learning outcome of students transacting concepts using constructivist approach, models of teaching, technology integrated, and value-oriented lessons. The fourth semester internship is conducted for seven weeks at secondary level. The student teachers are open to different variation in planning and transacting based on integrating effectively the theoretical aspects to pedagogical practices through innovative approaches of multiple intelligences, collaborative strategies, differentiated learning, STEM based teaching and so on. Thus, facilitating a holistic development of teachers as reflective practitioners.

E- Content Development by student teachers: Student teachers are trained to develop E-content. An orientation to the process of e-content development was conducted. The process of analysing the learner needs, compilation of instructional material, delivery system, pilot study, implementation, evaluating and refining the material were discussed. The Analyse Design Development Implement and Evaluate (ADDIE) model was explained in detail that formed the basis of e-content development. The students were given access to explore the Open Educational Resources (OER). The format of text, audio, video were discussed in detail. Script writing is another step towards e-content development. Efforts were made by all the faculty members to facilitate effective integration of multimedia components with navigation functionality into the content selected. The different authoring tools and their applications were introduced. The students were given one week time to develop the module and recording it. The students were given access to internet resources, virtual classroom, computers and books in the library. The student teachers applied the principles of developing e- content using the basic format. The e – content included the related text, videos, audio and references supported by PPT and script for video recording of the class. The recording of the videos was also attempted through available devices such as mobiles, tablets and laptops. Thus, the students developed confidence in content development, script writing and recording with screen presence.

7.3 Institutional Distinctiveness

- Following an egalitarian pattern of educating women teachers' into society, to India, this college has a vision in accelerating an Indian Women Teachers' movement with the ideals of Mother Enrichetta and Smt. Jyothi Rao Phule.
- Knowing that 'Policy is Dynamic', this college always strives to focus on Women Education as an investment and not as a process of consumerism in the areas like Fee Management, Quality resources, Management support, Academia and Placement – Women Entrepreneurs/Women Officers/Women Solicitors/ are all invited to deliver their perspectives towards women empowerment
- Women Ambassadors are toned to serve the society, and the educational sectors using their

expertise and academic strengths.

- This college has a holistic report data of process assessment of an all-around development of women teachers' from various perspectives (eg: formative assessment is designed unique and is reflected in the almanac).
- This institution encourages women NGO's on Boards
- Under sustainable development women representatives under PPP (Public Private Partnership) are initiated
- Anveshi Research Centre for women studies (Kakateeya Nagar, Habsiguda,) is visited on demand for accessing studies pertaining to Research on Women
- Good Governance by all women in action are disseminated from Apex body to IQAC, with zeal and vigor
- This college is open for a platform for innovation and novel ideas from Alumni
- Social workers and counselors to work hand in hand for community development programmes
- Institution has produced women-oriented schools / colleges / work centers / Hospitals / Supreme Court lawyer / Principals / Administrators across the world.
- 'Stree Shakti' was the theme selected to empower women of Addagutta (Largest Slum) in Hyderabad, Telangana in collaboration with Asmitha, Women's Cell and this is an ongoing mission.
- This vision and mission have focused towards empowerment of women of Telangana

8. Future Plans of action for next academic year (500 words)

Future Plan of Action

St. Ann's College of Education, being designated the autonomous status has always upgraded the curriculum by adding new domains of knowledge and is trying to collaborate with industrial personnel to make the curriculum more societal oriented. Plan of Action is designed after a series of Board meetings and they are designed with the assistance of expertise in the respective fields. Every two years, a certificate course is evolved as an add on course to substantiate the main papers and enhance the competent skills in the trainees.

Research goes deeper to understand the formulation of credit-based assessment globally to facilitate our teachers' going abroad for higher studies to take up teaching profession. A clear understanding of applying academic credit banking system require research into this field. A deeper study of the global based curriculum for schools and teacher education is accessed either through Finland, Australian and other university portals or through interacting with professors abroad.

IGCSE/IB/Curriculum are also referred to upgrade the pedagogical aspects and need based lesson planning of content based, innovative based teacher-learning procedures in the subjects of Pedagogy. More of collaborative programmes are in the agenda with technical and technology-based expertise (eg: Microsoft and cloud-based aspects) in order to promote skill enhancement in Artificial Intelligence, on-line portals for teaching learning, content-editing, online examinations, data

enhancement and so on. An attempt to prepare students in online teaching and developing online courses was the need of the hour.

Along with concept based teaching and learning, this college look forward to co-operate with National Policies of Educational implementation, a thrust on ECCE, environmental protection and value based educative progress among the future teachers. International twinning programmes are being added to the institutional planning to access best talks and inputs from erudite profession from university of Sydney, Australia. An effort is in the pipeline to enhance the quality of library facilities online to all readers on subscription and to global readers who are into research work.

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

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 NEP2020. Since the affiliating university has not yet started, once the state government gives the approval the college will proceed with the necessary requirements as per the NCTE guidelines.


Counseling Centre:

The counseling center, though planned is not yet functional. The aim is to create a space not only for in-house counseling but also extend to community. Once the center becomes fully functional, it can be extended beginning with student community, alumni more focus on children and adolescents.


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

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

Name : Prof. Dr. Ruma Roy


Coordinator IQAC
St. Ann's College of Education
Autonomous
Sarojini Devi Road
Secunderabad - 500 003. T.S.
(A unit of The Sisters of St. Ann of Providence
Central Province, Reg. No. 67 of 1958)

Name Prof. Dr. Sr. Marry Kutty P.J.


Principal
St. Ann's College of Education
Autonomous
Sarojini Devi Road
Secunderabad - 500 003. T S
(A unit of The Sisters of St. Ann of Providence
Central Province, Reg. No. 67 of 1958)
