

## **ACADEMIC POLICY DOCUMENT**

### **1. Policy Statement**

St. Ann's College of Education strives to achieve academic excellence, by providing quality education through excellent teaching pedagogies, teaching learning activities, research pursuits and varied assessment tools, so as to empower individual students to evolve as self-reliant citizens of the global village who would cater to the human welfare and sustainability.

### **2. Objectives**

The academic policy of the college determines the system of relationships between the participants of the educational process aimed at accomplishing the college's vision and mission. Being autonomous it determines prospects for self-development and implementation of goals. It operates at local, national and international levels of accountability in teaching and learning. It aspires to train competitive specialists with the ability to assimilate new objects of knowledge and generate new knowledge. It strives to have a well-formed repertoire of competencies that meet needs of local as well as international employers. Our teacher programmes are pitched at training pre-service teachers to articulate production tasks professionally and find a solution using modern technologies. The curriculum promotes active citizenship on the ideas of peace, kindness and justice.

The objective of the policy provides a transparent sustainable teaching and learning ecosystem for transacting teacher education. It aspires to:

1. prepare professionally empowered women teachers of local, national and global standards;
2. develop competent and humane teachers;
3. infuse scientific attitude to promote teachers;
4. provide training in cognitive, affective and psychomotor domains (holistic development); and
5. transform student teachers into techno-skilled, community-oriented dynamic leaders.

The College assumes responsible for sustaining and evolving quality of its educational environment through:

1. Academic accountability and transparency.

2. Academic and financial audits.
3. Evolving industry specific professional competencies.
4. Imbibing principles of inclusivity.
5. Integrating academic culture into all spheres of education as a natural environment to personality development.
6. Prescribing its own courses and syllabi in accordance with the need of the society and the professional requirements.
7. Preparation of the course materials with adequate standard
8. Delivery of course contents adopting appropriate technologies
9. Quality enabling assessments.
10. Continuous improvement through quality assurance.
11. Networking and Partnering with external stakeholders to attain global standards of teaching.

### 3. Standard Operating Procedures

#### a. Roles and Responsibilities

Roles	Academic Responsibilities
Management	<ol style="list-style-type: none"> <li>1. Communicate views from the general community to the Institution in order to ensure that the institution is well informed and in touch with a variety of opinions.</li> </ol>
Principal	<ol style="list-style-type: none"> <li>1. Developing and implementing quality assurance policies and procedures.</li> <li>2. Preparation of Academic Calendar and Semester Plan (UG).</li> <li>3. Preparation of Academic Calendar and Semester Plan (PG).</li> <li>4. Ensure that the courses promote the development of trainee teachers.</li> <li>5. Ensure proper redress of the concerns raised by students in all matters.</li> <li>6. Take up initiatives to achieve the mission and vision of the institution.</li> <li>7. Subject allocation for faculty for every semester keeping in view various extraneous duties.</li> <li>8. Monitoring the progress of course delivery.</li> <li>9. Conduct of regular staff meetings for assessment of progress of teaching -</li> </ol>

	<p>learning process and other departmental activities.</p> <p>10. Arranging student feedback of the faculty and initiating corrective measures.</p> <p>11. Review of the progress of teaching- learning process and institution of remedial measures.</p> <p>12. Verification of the computation of continuous evaluation marks.</p>
Internal Audit Cell	1. Carry out the academic auditing of the college at the stipulated interval.
Controller of Examination	<ol style="list-style-type: none"> <li>1. Conducting all Examination</li> <li>2. Collecting of results from the Evaluations</li> <li>3. Verification and Valuation of results.</li> <li>4. Publication of Final Results.</li> <li>5. Issue of Grade Card and Certificates.</li> </ol>
Faculty in coordination with IQAC coordinator	<ol style="list-style-type: none"> <li>1. Finalization of the lecture plans and Course Information Sheet (CIS) of various courses within the module before the commencement of the semester.</li> <li>2. Ensure that the course materials and the assessments carried out are at an appropriate standard.</li> <li>3. Review and approve the internal assessment Questions, Answer Key and its assessment.</li> <li>4. Ensure that a good communication is maintained between the faculty handling the same course in the module to enable consistency in the objectives, content delivery, assessment and other quality control matters.</li> <li>5. Validation and suggesting the gaps in the syllabus.</li> <li>6. Identify the topics and person for invited talks related to the module.</li> <li>7. Verification of CO-PO mapping and assessments.</li> <li>8. Verification of Course Files, Subject Plan.</li> <li>9. Preparation of Module coordinators report for Internal Audit.</li> </ol>

**b.**

**b. Facilities to Support Teaching & Learning**

1. Automated Library: The college is endowed with a well-established partially automated library with a diverse collection of about 20,500 books and journals. A reading room is adjoining the main library.

2. Laboratories: The College has vested in a number of laboratories to link the theoretical knowledge with scientific application. The laboratories supporting pedagogy are: biological laboratory and physical sciences laboratory. Concepts such as IQ, EQ, and SQ are experimented with in the psychological laboratory to help students understand the aspects of psychology and how it can be harnessed in classroom teaching. Through the Counselling center students are acquainted with counselling strategies to help them develop skills. A multi-purpose educational technology laboratory serves as a tool integrating ICT into the teaching learning process. This is augmented by the computer laboratory with an in-built provision for practical sessions affording students access to the College's computer network. The Virtual Studio provides students with an avenue for producing and telecasting of video lessons. The English Language Laboratory provides the students a facility wherein they can enhance their linguistic competencies.

**c. Guidelines Adopted**

The college continuously strives to work for the betterment of the stakeholders and society rising up to the challenges raised by various statutory bodies thereby translating and implementing the suggestions into behavioral outcomes to produce quality teachers for local and global needs. Pursuant to the norms of the University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC) and National Council for Teacher Education (NCTE), the college commissioned quality circle committees and statutory boards for the smooth and efficient functioning of autonomy also coordinated by the following:

- Parent Teacher Association (PTA)
- Internal Quality Advisory Committee (IQAC): includes experts from various fields with promoting quality excellence through auditing as its main stay.
- Student Quality Cell (SQC): is constituted by elected representatives actively contributing to the quality assurance in the system through periodical appraisal in scholastic and co-scholastic domains.

**d. Examination Pattern**

Permitted under its autonomous status the college conducts its own examinations, implementing a semester end pattern to include continuous comprehensive evaluation, periodicals, assignments, seminars, project work and internship to assess the progress of the learners.

**e. Faculty**

Faculty is appointed as per NCTE norms. The faculty works in consensus with the college's vision, mission and objectives committed to the cause of teacher education.

**f. Mentoring**

The faculty also assumes the role of a mentor, responsible for monitoring the overall progress of the assigned student-teachers with regard to their attendance, preparation of special projects, internships and overall participation. Mentors are trained in-house to counsel student-teachers when require.

**g. Curriculum**

The college exercises its autonomy through the curriculum by deviating 20% from the curriculum of Osmania University. The curriculum is revamped every three years based on a needs assessment at local and global levels. The co-curricular activities are designed to offer students a forum to display their talents and creativity, to develop in them organizational skills, spirit of community service and social awareness. Students also develop values of cooperative living, participation, self-esteem and respect for others. The college's teacher education programme activities are planned to be in sync with the college's vision, mission and objectives. The domain developed include but are not limited to:

1. Intellectual Domain: Seminars/Webinars and workshops, guest lectures, elocution essay writing, subject clubs, projects, general knowledge, debate, quiz and discussion on current affairs as well as school visits and observation.
2. Social Domain: Community service, remedial teaching, adult literacy programmes, exposure to life in the slums, discussion on social justice, celebration of national days, inter college participation and literary fests.
3. Moral and Spiritual Domain: Morning assembly, prayer service, value education and retreats integrate values into the teaching learning process. Also the celebrations of pertinent festivals internalize the spirit of festivals evoking a sense of pride and nationalistic fervor.
4. Cultural Domain: Competitions in dance, dramatics, singing, fancy dress, Rangoli, music, drawing and painting, flower arrangement, culinary art, field visits, conducting interviews and participating in events outside the college.
5. Kinesthetic Domain: Sports, games, aerobic and yoga.
- h. Emotional Domain: Group counselling sessions, testing and identifying and redressal of grievances.

