



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Andhra Mahila Sabha College of teacher Education
• Name of the Head of the institution	Dr.P.Krishnaveni
• Designation	Principal
• Does the institution function from its own campus?	No
• Alternate phone No.	04027098573
• Mobile No:	9703385300
• Registered e-mail ID (Principal)	cte_ams@Yahoo.co.in
• Alternate Email ID	krishnavenimvpr.p@gmail.com
• Address	Durgabai Deshmukh Vidhyapeetam, Osmania University Road
• City/Town	Hyderabad
• State/UT	Telangana
• Pin Code	500007
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Osmania University				
• Name of the IQAC Co-ordinator/Director	Dr.Noor Askari				
• Phone No.	04027098573				
• Alternate phone No.(IQAC)	9703385300				
• Mobile (IQAC)	9985051576				
• IQAC e-mail address	iqacamscte@gmail.com				
• Alternate e-mail address (IQAC)	cte_ams@Yahoo.co.in				
3.Website address	https://amsteachereducation.com/				
• Web-link of the AQAR: (Previous Academic Year)	https://amsteachereducation.com/pdf/AMS-CTE-AQAR-22-23.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://amsteachereducation.com/pdf/asmcte-academic-calendar-2024.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.47	2023	19/07/2024	18/07/2029
6.Date of Establishment of IQAC			18/05/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Two Day National Seminar on "NEP -2020 Shaping the Future of Children with Special Needs" at C.T.E. A.M.S. on 5th and 6th of October, 2024.		
The College of Teacher Education has entered a Memorandum of Understanding with institutions such as St. Ann's; Higgins Bottom University of Agriculture, technology and Sciences.		
Legal awareness Campaign about Cyber Crime 7th Nov, 2024 at A.M.S. C.T.E.		
Durga Bai Deshmukh, Literacy House. Academic Campus conducted Five days training program under 'Divyang Shakti- Training of Trainers in Sports for Special kids' Training program under Sankalp scheme sponsored by Ministry of Skill development and Entrepreneurship for B. Ed; M.Ed.; and B. Ed Spl. students.		
The Prestigious Pre-Lokmanthan cultural event was successfully conducted on 26/10/2024. The Cultural initiative aims to celebrate and preserve the richness of culture and heritage among the youth. So, this cultural event was organized first time in the telangana		

state. It was proud privilege to serve as the platform for hosting such a significant initiative.

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

Plan of Action	Achievements/Outcomes
Face lift of the College	All buildings were renovated such as Gargi Gyan Sarovar; Shabari Bhakti Mandir and Savitri Bai Phule Hostel. Coffee Dialogue House was constructed.
Collaboration with National and International Universities	The College of Teacher Education has entered a Memorandum of Understanding with institutions such as St. Ann's; Higgins Bottom University of Agriculture, technology and Sciences.
Use of Technology to collect Student Profile information and Need Analysis.	Google forms are used to collect Student Profile information and Need Analysis.
To adopt a slum area for community development program.	Adopted a slum area and conducted awareness program such as Health and Nutrition; Parenting Skill and Skill development. for community development program.
To Adopt a School to develop Grammar and Vocabulary learning	?Community Project Work was conducted by students of Pedagogy of English, where Grammar was taught in a play way method by utilizing working models at Ramchand High School.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Administrative committee	05/02/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
YES	01/03/2023

15. Multidisciplinary / interdisciplinary

It was the vision of the founder to experience growth of the modest College of Education established by her into an Institution of Excellence in Teacher Education. However she passed away before she could realize her vision. The subsequent individuals who joined the Institution like, the founder Principal along with some like minded people started the expansion, in 1997 college was conferred CTE status, a rare privilege. College introduced courses like PG Diploma in ECE, M.Ed, B.EdSpl (H.I) in the following decades. It was accredited by NAAC in 2007-08. It was in the Autonomous fold till October 2021, conducted its own examinations. The college is now a non-autonomous, affiliated to OU. All the courses offered by the college have general papers like Philosophical Perspectives of Education II Assessment for Learning Psychology of Childhood and Adolescence papers apart from Methods of Teaching accompanied with an array of projects, like Communicative English, Life Skills and Yoga. The undergraduates also have an array of Electives to gain hands on experience. Like an arts college, a teacher Education Institute doesn't have separate faculties, only separate programs are offered. Hence the institution offers experiences to transform itself into a Multidisciplinary Institution through the Curricular and Co curricular activities. They provide scope for the holistic development of the Prospective teachers through School Observation project, Gandhi Bhavan program, ICT , Nai -Talim, Art And Drama, Celebration and Observation of Various National and International days like Human Rights Day, Science Day, national Education Day, Ramanujan's Birth day (as Mathematics day.) etc There is a project for the under graduates with provision for Yoga, Communicative English, to develop equanimity in the students. To meet the societal and educational challenges of the future, a set of 21st century skills have been identified as vital for students to thrive in a rapidly changing, digital society, students of B.Ed have ICT Project while M..Ed students have a full paper on ICT, B.EdSpl (H.I) has provision for cross disability teaching etc. Integration of teaching is executed through interrelation or through unifying the

subjects which are frequently taught in separate academic courses. In CTE it is implemented through bridging connections between academic knowledge and practicals. For example, to teach a concept in Physics like energy, content related goal of the unit is to give the students a broader understanding of the concept of energy, by exploring the energy concept through the lens of different subjects (science, technology and social sciences). To teach graduate-level ethics the history of psychology and the relationship between mind and soul have been debated under Value Judgement and ethical Judgements through the unit on Values in Philosophical Foundations. The paper on Psychological foundations Integrates teaching and learning approaches combined with guided play and learning, adult-led learning, and child-directed play and learning. . In this way Integrated teaching and learning involves the adult 'intentionally' engaging with the child in play. This is practised extensively in the certificate course in ECCE.

16. Academic bank of credits (ABC):

1. Our College offers choice based credit system. We plan to register under ABC to permit learners to avail multiple entries and exit during the class room programme. The college is ready to honour the credits offered by other institutions also. 2. Our college is collaborated with Pallavi Educom Management Services Limited to offer a three month Certificate course in Early Childhood Care and Education. So far nine batches of students completed the course. Presently the programme is being offered to the Tenth batch of students. 3. Our college has collaborated with The College of Teacher Education has entered a Memorandum of Understanding with institutions such as St. Ann's; Higgins Bottom University of Agriculture, technology and Sciences for Extending 5. Though affiliated college of Osmania University our college is striving to designed its own pedagogical approaches within the approached framework and learning resources.

17. Skill development:

The curriculum is designed not only to impart theoretical knowledge but also to develop essential Skills that prepare aspiring teachers to meet the dynamic needs of society. Apart from this, The prospective teachers and Teacher Educators have to master the skills of Teaching and Research, the skill development journey of students starts from day 1 i.e induction and orientation programme ,it School Observation project and culminates with showcasing their skills through various projects. In case of B.Ed.Spl(H.I) they have to master the intricacies of audiology, speech therapy, Cross disability teaching and measurement of Hearing Impairment. In B.Ed

course Peer teaching, reflective teaching, Macro teaching, Action research project and preparation of teaching learning material, Art and Drama Education, Project Nai-Talim concentrate on developing prospective teacher's professional skills, Group activities enhance team work and cooperative skills . M.Ed students develop writing and Research skills through Expository writing, dissertation.Seminars and orientation programs are conducted to develop skills like critical thinking,creative thinking,Emotional intelligence,collaborative skills. Institutional visits, make them to acquaint with new methodologies and practices. the students of certificate course in ECCE develop skills in the areas of story telling, Action Rhymes and the like. College is providing hands on experience with educational tools ,online learning platform ,and multi media resources, these skills ensures teachers can leverage technology to enhance the learning experience.

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

Our college organizes a number of Co Curricular and curricular activities to integrate ancient Indian knowledge system. Every Friday we conduct programmes in the Gandhi Sathabdhhi bhavan in our campus to nurture cultural, secular,ethical and moral values and to transmit Gandhian Ideals and philosophy. The paper in Philosophy has a unit on values where in the Universal and vedic values like Satyam, Shivam and Sundaram are discussed. The Curriculum also provides space to develop Sthita Pragnata or through Yoga Education(theory and Practicals). It also included a few adhyayas from Bhagawadgita and concepts like swadhyaya, and swadharma in the curriculum in tune with NEP 2020.

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

Outcome-based education or outcomes-based education(OBE) is an educational theory that bases each part of an educational system around goals (outcomes).By the end of the educational experience, each student should have achieved the goal. 1) our college offers education programs that are outcome Based. Students seek admission with a goal and leave the college after realizing their goal. 2) College encourages students to pursue courses through Swayam and MOOC Portals. 3) Induction program is offered to Freshers of each course to comprehend the nuances and demands of the course. 4) Our college offers the courses through blended mode when necessary. 5) Through Ability Enhancement and value added courses the students gain professional benefits , overall personal growth, encourage student teacher to adopt a mindset of lifelong learning, improve critical thinking, and enhance the adaptability.

20.Distance education/online education:

Distance and online education allow learners to study at their own pace and schedule. Distance and online education have revolutionized teacher education by providing accessible, flexible, and inclusive learning opportunities. These modes of education enable aspiring and practicing teachers to pursue professional development and academic qualifications without the constraints of traditional classroom-based learning. Faculty of AMSCTE provide wide range of educational resource like videos ,audios,articles,assignmets and Academic Information. Teacher educators use virtual classroom like tools like zoom,google meet ,Wats app to fecilitate real time interactins between instructors and students.Students can learn theoretical concepts online and use clasroom time for discussions and practical applicatin in flippedd classroom mode. AMSCTE Library serves as a repository of E-Books,E-Journals,Library BLOG ,Students are ecouraged to register in online courses like SWAYAM,MOOCS. The management of the college is planning to design a diploma course in early childhood education and offer it on distance mode. College offers Online Education, for students of three month certificate Course in ECCE. Blended Mode of teaching is extended to the students of B.Ed, M.Ed and B.Ed.Spl.Edn as per the need.

Extended Profile**1.Student**

2.1 152

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 180

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 94

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

File Description	Documents
Data Template	View File

2.4 152

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 68

File Description	Documents
Data Template	View File

2.6 152

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 0.3

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 40

Total number of computers on campus for academic purposes

3. Teacher

5.1 18

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 152

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 180

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

2.3 94

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

File Description

Documents

Data Template

[View File](#)

2.4 152

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year 68

File Description

Documents

Data Template

[View File](#)

2.6 152

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	0.3
4.2 Total number of computers on campus for academic purposes	40

3.Teacher

5.1 Number of full-time teachers during the year:	18
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File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	18
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Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

College of Teacher Education Andhra Mahila Sabha is affiliated to Osmania University, the revision and up gradation of the syllabus is done at the University level and the experts of the subject take part in the curriculum revision. The college has a mechanism for effective, documented curriculum delivery.

The initiatives taken up by the Institution are as follows:

For effective curriculum delivery:

1. Qualified and experienced faculties are recruited.
2. Healthy working environment is maintained in the college.
3. Regular reviews are done on the performance of the faculty.
4. Feedback from the students is collected every semester.
5. Regular meetings are conducted by the Principal with the faculty members.

For the execution of the curriculum:

Time Tables are prepared

1. Use of ICT-based pedagogical tools
2. Allocation of subjects based on subject expertise.
3. Preparation of lesson plans in advance and strict adherence to the plans.
4. Maintaining a Teaching diary in order to keep a record of day-to-day teaching activities
5. Teachers are encouraged to attend University-related subjectorientation workshops to keep themselves updated on the contents.
6. FDPs are organized periodically.

At the commencement of each academic year, the institution conducts an induction program for newcomers. Every faculty member provides the students with individual time plans and reading lists for each course.

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://amsteachereducation.com/pdf/PPT-NAAC-PLO-LCO.pptx
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

13

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://amsteachereducation.com/pdf/asmcte-academic-calendar-2024.pdf

1.2.2 - Number of value-added courses offered during the year	
00	
1.2.2.1 - Number of value-added courses offered during the year	
00	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
00	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
00	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above

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

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

25

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

25

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

College strives to optimize the learning process and learning outcomes of their students. College involves in exploring students perceptions within their B.Ed and M.Ed, B.Ed Spl courses and provides opportunities to acquire links between the courses, field experiences, pedagogical skill development, EPC (Enhancing Professional Capacities) and certificate courses. The PG curriculum are designed to provide opportunities towards enhancing professional skills, competencies, critically reflecting on position papers, awareness of women's rights, social commitment, research and advancements., school content analysis, aesthetic blend of subjects etc. These are explained through a process based on learning style in portfolio management, academic writing and reflective journal, so that the student teachers generalise the connectivity and learning outcome with course objectives. All these curricular inputs are enforced to prepare the students to equip "Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation, Communication Skills, Collaboration, personality development, time management etc.

Moral and ethical values are an integral part of curriculum of the students. Values of honesty and integrity are taught to make students responsible citizens. Community Awareness Programmes, and service to old age homes, orphanages are organised to develop national values. Gandhi Bhavan programmes are conducted fourth Friday of every month to inculcate teacher ethnic values, equality, tolerance etc.

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

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

The curriculum of both B.Ed. and M.Ed courses covers the

theoretical aspects different School Systems exhaustively. Under the Subject, 'School Organization and anagement' in the B.Ed course (III Semester), students a given a thorough exposure to different school systems. The courses gives a broad perspective of various boards such as,

Indian School Certificate (ISC), Secondary School Certificate (SSC) and Central Board of Secondary Education (CBSE).M.Ed students are acquainted with the institutions and their methods.B.Ed Spl H.I. students teach the divyangans in special schools.

Functioning of Various Boards of School Education- Students are sent for Observation to schools following different School Systems. They are also sent for Internship to schools following SSC/CBSE. framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. The student teachers are exposed to different pedagogical practices of Boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes.

Assessment Systems: In B.Ed I Semester EDN-2, and in the methodology papers, 'assessment for learning' and scholastic achievement record caters to the various forms of assessment of different Boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are taught. Students are familiarized with a comparative study of curriculum focussing on diverse boards

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Teacher preparation requires a comprehensive approach to achieve maximum potential among the student teachers which is an integration of theoretical, practical aspects, project-based learning and laborious internship programme. Students of AMS visit different institutions and get the exposure. The pedagogical subjects not only equip them how to teach and also develop mastery over the content. In-house teaching sessions such as peer teaching, innovative teaching nurture, pedagogical skills. Online practice teaching sessions facilitated the blending of technological, pedagogical and content knowledge enabling the learners to build confidence in teaching. Internship programme is well planned and effectively implemented. The student teachers developed competency in assessing, providing feedback and documenting the progress of the learner at primary, middle school and high school levels. These internship programmes allowed the student teachers to identify their teaching philosophy and effectively implement theories of learning, motivation, classroom dynamics and internalising according to the need for individual differences. The courses on enhancing professional competencies supplement the process of professional growth, subjects such as reading and reflecting on texts, understanding the self, helped substantially in professional engagements such as working with students, colleagues, parents and community.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
147	
2.1.1.1 - Number of students enrolled during the year	
147	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	

94

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

94

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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

06

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

06

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

2.2 - Honoring Student Diversity

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

Student such as ICT skills, communication skills etc. The induction program also aids studentare selected on the basis of a common entrance test Ed. CET. Admission process is transparent based on the convener allotment of seats. To assess the student's diversity at the entry level, student's information is collected through Google forms such as student profile and need analysis to identify the various needs in skill developmentidentify the student's presentation skills, communicative skills, and their unique skills in various fields. Apart from this an online test is conducted to identify the language competency and the usage of ICT of the students. Further, based on the statistical analysis of the information skill development courses are arranged for the students. Students who have language barriers are identified and are provided with multiple opportunities to develop their skills, attitudes and competencies through various Pedagogy and content course papers and value added courses such as Peer teaching, Communication skills in English and Yoga.Awareness of MOOC courses such as SWAYAM is provided so that students can choose areas based on their interest. Hence all provisions are made available to assess and to cater to the student diversity.

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

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

Six/Five of the above

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

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

16

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

The Education curriculum transaction includes multiple modes of teaching and learning processes. As all the courses papers complement each other where theoretical knowledge is implemented in the process of teaching and learning. Experiential learning happens as students learn through their school observations and teaching practice experiences and also reflect on it. Participative Learning happens as students do their peer teaching. Problem solving methodology is mostly used to explain the scientific experiments. The Brainstorming strategy is used in all teaching learning processes where ideas are to be collected about a topic. The transaction of the disciplinary knowledge is through lecture method, seminars, assignments, discussions, use of blended learning by making use of power point presentations and white boards. The use of ICT such as Google classrooms, Google meets, Whats Appcourse groups have become a mode of transaction. MOOCS have been introduced to the students which will support life-long learning. Apart from this the outreach programs aids in developing collaborative development. The visit to the special schools developed the skill of designing differentiated instruction or the specially abled. The research method and re-researching skill is used in M. Ed dissertation.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://amsteachereducation.com/pdf/Library(LMS).pdf
Any other relevant information	View File

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

278

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.duolingo.com/ http://www.bbc.co.uk/learningenglish https://www.englishclub.com/ https://learningenglish.voanews.com/ https://learnenglish.britishcouncil.org/ https://www.eslgold.com/ https://www.englishpractice.com/ https://www.breakingnewsenglish.com/ http://www.eslcafe.com/ http://www.esl-lab.com/ https://readtheory.org/ http://www.oxfordlearnersdictionaries.com/us http://iteslj.org
Any other relevant information	View File

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

All the teachers have been assigned as mentors for a set of students. The mentor mentee ratio is 1:15. The mentors maintain a record of the Student's Profile and Need Analysis form to check the entry level inputs. Further the mentee is under a continuous check in her academic progress related to her submissions of assignment seminars, projects, records and the likes. Meetings are arranged where the mentees meet their respective mentors and clear their doubts. Both academic and personal counseling is provided. Based on the need analysis students are provided support in the areas where they lag. This support system helps the student to progress in a balanced way. Guidance is given on time management Goal setting skill development communicative skills self-learning system, use of ICT and 21st Century skills. Every student documents her experiences, reflections and working models charts in their

portfolio, to stay updated with new developments in the field of education.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

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

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

Creativity and innovation is the essence of teaching and learning including in all the discipline .It brings about interest motivation to teacher trainees. Student teachers practice different innovative models and approaches in Pedagogy of languages, students prepare lesson plans based on Generic plans, Concept Attainment Model (CAM), Value based, Art Integrated, Digital, Whole child development, Team teaching and Appreciation of poetry Apart from this subject methodologies students prepare lesson plan based on Constructivism-5 E-Model, Script writing in the form of dialogue for role-play or story on various topics, and skill oriented lesson on drawing, graphs and their interpretation, which

nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. The concerned methodology lecturers demonstrate each skill. Impact of teaching during formative period inculcates life skills and values such as lifelong learning, leadership, team work, ethical awareness and reasoning . It engages them in reading and reflecting on texts, role-play, drama and art in education, critical understanding of ICT, which enables self-adapting capacity and apply new domains of knowledge to reflect on achieved disposition for holistic development. Community engagement programme is done during their course wherein they identify the areas that need attention and design programmes to cater to the needs of the community. During the transaction of Academic writing and Expository writing Papers, the rudiments and foundations of language skills are fostered thereby enhancing their research skills. The methods used to facilitate their active involvement include working in small groups, brain storming, role plays, debate, games etc.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Four/Five of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

Four of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

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

All of the above

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

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

All of the above

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

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

2.4.8 Internship programme is systematically planned with necessary

preparedness..

- **Selection/ identification of schools for internship:** The selection of schools is done keeping in mind the proximity, the abilities of the students, medium of instruction, distance from home to school.
- **Orientation to school principal/teachers:** Orientation session will be conducted to provide detailed guidelines on the internship programme, including objectives expectations, roles and responsibilities.
- **Orientation to students going for internship:** The Teacher educators give demonstration lessons to school children and the trainee teachers observe these lessons. After getting the syllabus from schools, trainees prepare period plans and get them corrected by the methodology lecturers. They have workshops on preparation of TLMS, evaluation tools etc. Before internship, orientation to SAT, Action research project, community service, etc are given.
- **Streamlining mode/s of assessment of student performance:** Micro and reflective teaching is observed by college lectures and peers. A Rubric and observation sheet is maintained. Macro lessons are observed and supervised by college methods masters and school supervisors.
- **Exposure to variety of schools:** Students are sent to special schools, government, private, aided, international schools of different boards -CBSE, SSC, ICSE.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
2.4.9 - Number of students attached to each school for internship during the academic year	
2.4.9.1 - Number of final year students during the academic year	
88	
File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File
2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above
File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File
2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.	

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

2.4.11. Institution adopts effective monitoring mechanisms during internship programme.

Response:

The student teachers present micro teaching lessons in each method before their peer group before going for internship. The peer group observe the lessons by following the observation schedule and provide the feed back. These lessons are monitored and evaluated by the teacher educators in the college.

The Head Masters/Mistresses of Cooperating Schools are oriented about their role and responsibilities before the internship begins. They monitor the attendance and regularity of B.Ed. student teachers, their participation in School assembly, different value added activities.

School supervisors are the senior teachers who monitor the teaching process and provide continuous feedback on daily basis.

Scheduled Observations- Teacher Educators: Organizing regular visits by mentors and supervisors to provide immediate and constructive feedback to help student-teachers refine their skills. Ensuring regular interactions between mentors and student teachers.

Peers observe the micro lessons and reflective lessons and give their feedback. They sit together to conceptualize ideas contextually and sustain one another during the preparation of period plans.

Self Reflection and assessment: Teacher educators encourages the student trainees to record their daily experiences in reflective journals and video recording of lessons for self review.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Four of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above

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

2.5 - Teacher Profile and Quality

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

18

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

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

6

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

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

18

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

18

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

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

As a CTE, college has a responsibility to disseminate knowledge and render service to enrich the cognitive insights of Teachers and Teacher educators. This is attained by conducting National and state Seminars, Workshops, concept based training programs. Our college is the study centre for Dr. B. R Ambedkar Open University and IGNOU for B.Ed. which is long history of continuous dissemination of knowledge.

The college has the practice of In House Discussions, conducting Faculty Meets on current developments and issues in Education. Faculty meets are conducted twice a month on different disciplines, Each staff speaks on current developments in the area of their specialization presentation followed by discussion

Sharing information with colleagues and with other institutions on policies Regulations. Staff attended number of two day workshops conducted by ICSSR, MGNRE on Methods of teaching and developed lesson plans, creating vocation in the selected content, MOOCS, Digital Technologies in teaching and Learning. Other than these some faculty members have presented live and recorded lessons, through Mana channel of Govt of Telangana, after attending Workshops to develop lessons using technology. Saptagiri Doora Darshan channels. Most recently faculty of the college presented video lessons in Psychology at EMRC for Students of B.A Education under Swayam.

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

2.6 - Evaluation Process

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

Andhra Mahila College of Teacher Education runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. AMSCTE has adopted the following measures to maintain the quality of Internal Assessment

1. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

2. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.

3. Internal assessment is done for all students as per the university criteria.

4. Cumulative records of students' participation in various activities is maintained

A variety of measures are adopted to ensure rigor of the internal assessment -

1. Internal Exams - Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination.

2. Class test - The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Assignments, Presentations and Activities - Student Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments.

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

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

Four of the above

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

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

Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1:Department Level

The Department cell chaired by the Incharge of the Program and Teacher in-charge as members.

Level 2:College Level

Principal , HOD of concerned Department and Department Coordinator as members.

Level 3:University Level

A Committee constituted by the Vice-Chancellor as Chairman, Pro-Vice-Chancellor, Convener

- The College Council shall nominate a Senior teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of first semester.
- The internal evaluation marks/grades in the prescribed format should reach the University before prescribed time in every academic year.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

The academic calendar is prepared in collaboration with planning and evaluation committee, keeping in mind the major events and the total number of working days. The college follows University Calendar, and previous year academic calendar as well as the current situation of working space; while listing out the major events such as inauguration of the academic year, intensive English training, orientation to the course, personality development programme, yoga training, introduction of pedagogy skill, the internal and external examinations, they automatically occupy the right dates as per the counting of working days for

each semester.

With regard to the dates for internal evaluation, the examination committee sits through the recommended dates in the academic calendar and approves the dates with modifications if needed. Two internal exams are conducted for each course and the average mark is taken. The other modes of practicum are left to the individual teacher educator who conducts them during their class hours as per the convenience.

As an integral part of the Outcome Based Evaluation, the evidences of learning outcomes is gathered in a systematic, planned, precise way. The result is used at multiple levels. Continuous and Comprehensive Evaluation (CCE) in the institution provides enough flexibility and scope for promoting and assessing all round development of the student teacher on a continuous basis which is not possible through the traditional evaluation system.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

Student Learning Outcomes are the knowledge, skills, and dispositions that students should be able to demonstrate as a result of their educational experience.

Course/Activity Learning Outcomes (CLOs) are specific take-aways from a course or activity that students are meant to apply in future settings. Program Learning Outcomes (PLOs) are the knowledge, skills, and dispositions that are specific to a particular program/department.

Aligning Learning Outcomes Learning outcomes should align with but not duplicate one or more outcomes at the next highest level. CLOs should align with PLOs (including, where appropriate, General Education outcomes).

The CLO-to-PLO curricular map is not intended to identify every moment in a student's educational experience at MICA where they gain in achievement relative to a learning outcome. Instead, it is intended to identify courses (or activities in the co-curriculum) in which particular outcomes are most explicitly emphasized.

By generating, reviewing, and revising the CLO-to-PLO map, a program ensures that there are adequate learning opportunities. The CLO-to-PLO map also guides a program to the course from which evidence of students learning can be obtained.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The Program learning outcomes and Course learning outcomes are mandatory and are fundamental to all learning. Learning tasks both at the UG and PG level are to be so designed, that the students are able to construct know ledge and direct the learner to achieve meta cognition, through critical ,creative and analytical thinking . Concept attainment has a nurturing impact on every learner.

Every learner is unique and has unique competencies, different degrees of intellect, varied interests and attitudes. Mentoring through motivating the learner to realize his latent talents is

the responsibility of the teacher. Therefore every teacher who wants each of his learner's to attain their optimal capacity of performance, have to plan for betterment of the learner's performance with the help of the Academic standards, which are the bench marks of quality and excellence in education i.e. rigour of curricula and the difficulty of achieving the Bench marks through examinations. Though teacher education is concerned with pedagogy of teaching, content of school subjects is the medium through which the teaching learning process takes place. Concept mapping, Explanation, Mind mapping, Class room discussions.

Projects: Each of the projects included in each of the semester is a rich basis of learning beyond textbooks which is meticulously planned

Peer Teaching; Peer teaching is planned in consensus with PLOS co-scholastic domain and certificate courses are rewarded with either certificates or intangible and tangible rewards.

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

2.7.4 - Performance of outgoing students in internal assessment

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

64

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

The needs, aspirations, competencies, interests and attitudes vary from one another. Initial Efforts of the College Generally a diagnostic assessment is conducted to know the standards of the students at the time of entry, to astutely plan the program all the way strictly adhering to achieve the course and program objectives.

Knowledge management- students are assessed on the knowledge they have in their respective optional subjects and the gaps identified..

Communication- communication skill of the students is assessed on the basis of written and oral communication and training in communication skills are given via workshops in Communicative English.

Instructional designing- students are evaluated in their ability to prepare lesson plans. Workshops on lesson plan writing, teaching aid preparation, and preparation of ICT learning materials .

Classroom management- students are assessed on their classroom management abilities during the criticism classes and teaching practise sessions.

Instructional management- student's ability to deliver instruction effectively is assessed by engaging them in taking up classes and seminars.

Student assessment: Students are assessed on thdiscussion on lesson pans, have their lesson plans criticized and preparing lesson plans for teaching practise sessions.

Student diagnosis- student's ability to diagnose the needs of the learner is assessed and they are trained for the same via conduct of case study, action research and diagnostic test.

Professionalism- students are assessed on their understanding of Professional ethics and standards.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

3.02

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

One of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
08	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
01	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	View File
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
12	

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

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

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

264

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

250

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

250

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

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

Response:

The diverse outreach programs organized in our college serve as catalyst influencing and sensitizing our students to pressing social issues while actively contributing to community development. These initiatives instill sense of responsibility and empathy among students, fostering a deeper understanding of the challenges faced by various segments of society. Engagement in activities such as the Awareness Rallies on Environment Restoration, and Sustainable Energy, Outreach not only provides hands-on experience but also cultivates a heightened awareness of societal needs participating in Awareness Campaigns against gender bias and promoting good students become advocates for positive behavioral change, impacting both their peers and the wider community. Every year it has become a practice to take up topics that create awareness and sensitize the students of class 8 and 9th on the social issues through innovative lessons. The emphasis on education, through participation, and orientation programs, workshop on personality development, job-Mela, demonstrates our commitment to empowering future generations. Through these programs, students actively contribute to addressing issues such as environment and health campaign, showcasing the transformative potential of community engage , our college's outreach endeavors serve as invaluable tools for holistic education, fostering a generation of socially conscious and community-oriented leaders.

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

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

00

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

3.4 - Collaboration and Linkages

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

15

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

15

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

04

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

All of the above

Practice teaching /internship in schools
Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
Discern ways to strengthen school based practice through joint discussions and planning
Join hands with schools in identifying areas for innovative practice
Rehabilitation Clinics
Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Andhra Mahila Sabha College of Teacher Education consists of three huge buildings and one canteen.

Main Building :

The Main building (Gargi Gyan Sarovar) has two floors which houses the Chairperson's room, Principal's office, Board Room, IQAC Room, Lounge with Reception Counter, Conference Hall, and in first floor we have examination cell, Library (APJ Abdul Kalam), Physical Science, and maths, M.Ed classroom.

A Seperate Principal and ManagementRoom

Board Room for Meetings

IQAC Room with all essential requirements.

Lounge

Huge Lounge with Reception Counter for students and visitors with

beautiful Art Gallery.

Conference Hall with the capacity of 100

Maths and Science Lab

Maths and science labs in our college provides hands-on experience with conducting experiments. Lab is updated with new equipment.

Library

The college library has a huge collection of books for all the teacher education courses like M.Ed, B.Ed general education, B.Ed special education a National, International Journals, and school Textbooks.

Building : II

In CTE Building (Shabari Bhakti Mandiram). We have two floors with lift access to each floor.

Ground floor

Room - I Language Lab, II Staff room, III B.Ed spl, IV seminar Hall.

First Floor:

In the first floor first room is Art and Science room, second room is Staff rooms, room, B.Ed special 2nd year class room and B.Ed General Classroom.

Second Floor:

M.Ed social lab and psychology Lab., Audiology lab, Staff room, bioscience laboratory and a computer lab.

III. Canteen(Dialogue Coffee House)

IV Hostel(Savatri Bhai Phule Nilayam)

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

08

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://amsteachereducation.com/pdf/4121-ICT-photos.pdf
Any other relevant information	View File

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

1150569

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

Andhra mahila Sabha College of Teacher Education has huge

collection 10632 of books for all the teacher education courses. Library is automated using Integrated Library Management System (ILMS). The Libray is automated using Integrated Library Management System(ILMS) KOHA. Library collection includes reference books, encyclopedia subject wise, course wise, books. Library has subscribed for National, Internation journals. The library is partially automated through koha software, which is connected to server and local area network. All the books in the library are entered in the Library database. Library has an open access system. Library blog is updated and provides information about all the free e-resources and also access to online courses. It also provide information about free e-journals in related subjects with the links. This blog is ready reference service for all the staff and students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://amsteachereducation.com/pdf/421-Library-Facilities-2024.pdf
Any other relevant information	View File

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

Library Blog and Library website provide access to Library Resources like e-journals, e-books, and e-courses like swayam, NPTEL, MOOCS, etc <https://amsctelibrary.blogspot.com/> : Library Blog and Library website provide access to Library Resources like e-journals, e-books, and e-courses like swayam, NPTEL, MOOCS, etc <https://amsctelibrary.blogspot.com>.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Two of the above										
<table border="1"> <thead> <tr> <th data-bbox="86 358 539 421">File Description</th> <th data-bbox="539 358 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 488">Data as per Data template</td> <td data-bbox="539 421 1445 488">View File</td> </tr> <tr> <td data-bbox="86 488 539 591">Receipts of subscription /membership to e-resources</td> <td data-bbox="539 488 1445 591">View File</td> </tr> <tr> <td data-bbox="86 591 539 734">E-copy of the letter of subscription /member ship in the name of institution</td> <td data-bbox="539 591 1445 734">View File</td> </tr> <tr> <td data-bbox="86 734 539 801">Any other relevant information</td> <td data-bbox="539 734 1445 801">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data template	View File	Receipts of subscription /membership to e-resources	View File	E-copy of the letter of subscription /member ship in the name of institution	View File	Any other relevant information	View File	
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Data as per Data template	View File										
Receipts of subscription /membership to e-resources	View File										
E-copy of the letter of subscription /member ship in the name of institution	View File										
Any other relevant information	View File										
4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)											
31284											
<table border="1"> <thead> <tr> <th data-bbox="86 1003 539 1066">File Description</th> <th data-bbox="539 1003 1445 1066">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1066 539 1133">Data as per Data Template</td> <td data-bbox="539 1066 1445 1133">View File</td> </tr> <tr> <td data-bbox="86 1133 539 1393">Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant</td> <td data-bbox="539 1133 1445 1393">View File</td> </tr> <tr> <td data-bbox="86 1393 539 1460">Any other relevant information</td> <td data-bbox="539 1393 1445 1460">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File	Any other relevant information	View File			
File Description	Documents										
Data as per Data Template	View File										
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File										
Any other relevant information	View File										
4.2.5 - Per day usage of library by teachers and students during the academic year											
4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year											
12 88											

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://amsteachereducation.com/pdf/425-us-age-of-library.pdf
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

Classrooms: ICT facilities: Andhra Mahila Sabha College of Teacher Education has eight ICT enabled classrooms.

The institution is equipped with 300MBPS internet and Wi-Fi

enabled college campus. The Management and Principal office room, Boardroom, IQAC room, Conference hall, examination cell is equipped with Wi-Fi

Library: There are computers available in the library for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Language lab: Students use headphones during practicals.

Accessibility: The staff and students have an access to internet with a separate user name and password for students.

The institution is equipped with 300MBPS internet and Wi-Fi enabled college campus.

Library: There are 3computers available in the library.

Language lab:Students use headphones during their practicals

ICT Accessibility to Staff and Students: The staff and students have an access to internet with a separate user name and password for students. In the college, LAN and 300MBPS Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed. and B.Ed.General, B.Ed Special Education classroom, Seminar hall and conference hall, in the IQAC room, Lounge, Accountant office, library, and computer lab.

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

4.3.2 - Student – Computer ratio during the academic year

1:8

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS
File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****9,351,153**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

Andhra Mahila Sabha College of Teacher Education has Two huge buildings for conducting classes for M.Ed, B.Ed General, B.Ed Special Education (HI), and PGDIPLOMA ECE. We have all Labs like Language Lab, Psychology Lab, Computer Lab, Social Lab, Computer Lab, Audiology Lab, Science and Maths Lab. There are two huge rooms to conduct indoor games.

File Description	Documents
Appropriate link(s) on the institutional website	https://amsteachereducation.com/pdf/Physical-Facilities.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and

All of the above

Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
35	40

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

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

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

10

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

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

15

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

5.3 - Student Participation and Activities

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

A strong and well constituted student council is the essential component of every Institution. It is the voice of a group of elected students working together to provide a common platform to express, opinions and requirements and assist the administration and academic staff in curricular, Co-curricular domains. The student council of AMSCTE comprises of the following.

1. President
2. Vice- President
3. Secretary
4. Treasurer
5. Cultural Secretary
6. Games Sports Secretary
7. Course representative
8. Methodology representatives for all methodology subjects.
(except for M. Ed)

Council represents student issues pertaining to internship at schools, Modification of dates in Almanac, members submission of dissertation and examinations.

The student leaders bring all their trepidations, to the notice of the college management concerning quality of teaching, completion of syllabus, Facilities, Cleanliness and Hygiene, of Class rooms and Wash rooms. Library issues, Examination schedules, holidays, special classes, remedial classes, online classes etc. Postponement of examinations, debating on grades, marks memos timely declaration of results.

Voluntary work taken up by students:

- Planting saplings in the college premises, on their birthdays and other special days.

- Cleaning the campus, decoration of conference/ seminar halls during functions, beautification of their classrooms and college ground with Rangoli and art work.
- Organize Gandhi Bhavan Programs Take up Anchoring, rendition of Vote of thanks during important Days like College Annual day,
- National Festivals and observation of National and International days, Guest lectures.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

30

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

contributions in any functional aspects

Alumni of a college: Alumni provide and disseminate information regarding their Alma Mater, its graduates, faculties and students. An Alumni, is the live wire and manifestation of the quality of the College.

They educate the enrolled students, by sharing their learning experiences, skills developed through curricular and non curricular activities like, founder's vision multi-facets of her personality, ethical and moral values, developed through Gandhi Bhavan programmes and community development work, Quality of staff lectures, fun of Annual day celebrations etc.

Alumni members involve themselves as subject experts, Guest and Extension lecturers, Board of Studies members actively in the in-house curriculum development.

Organization of various activities other than classroom activities. Some of the alumni are invited to orient students in developing innovative lesson plans an alumni of B.Ed, who retired as senior faculty of St. Ann's COE was invited as resource person and as an external examiner for the Project. Similarly Alumni are invited as external examiners for M.Ed dissertation and other projects.

Student Mentoring: Alumni Guidance and Counseling services, are given by alumni, on a one to one basis, through mutual contacts.

Financial Contribution: Students of college pay alumni fee soon after their enrollments. Other than that some alumni passing through Hyderabad, visit and contribute to the development of the college.

Placement advice and support: Some alumni occupying very good positions, attend Job Mela as school managements to recruit eligible students.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above
File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File
5.4.3 - Number of meetings of Alumni Association held during the year	
02	
File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File
5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words	
College of Teacher Education, Andhra Mahila Sabha has an Alumni association which was registered on 18-12-2006. It has framed charter of duties for office bearers of the association. Alumni organize periodical meetings to share their experience and	

exchange of ideas. Most of the alumni of the institution are working in different institutions across the twin cities in the state ,outside the state and country. They are invited for guest lectures, workshops, orientation programmes. They volunteer to serve the institution to their best potential.

Many of the alumni are placed in state government and University.

Alumni who lend good help a few to mention as and when the need arises.

Mrs.Kamala who is always there to help us whenever the institution in need with all her positive energy and potential.

Dr.Geetha another alumni of the College an artist. She is a resource person for drama and art project.

Mrs.K.B.Sharadha an alumni of ECCE worked as an Activity Assistant for more than 5 to 6 years. Her daughter Mrs.Chitra participates in College activities.

Mrs.Sheela working as a Officer in State Treasury supports the College in pedagogy of Mathematics.

The Alumni help the College as external examiners.Alumni is the backbone and pride of our college who help to motivate by nurturing the talent and sharing their experience with the students which help the students to be better future teacher.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Governance of the college is reflective of and in tune with the vision and mission of the institution. The college Principal,

as the Head of the institution, carries out the lead role in planning various activities keeping in view the Vision of the college in mind, which is 'To produce quality teachers through holistic teacher education by igniting young minds towards excellence in education and societal commitment .

According to NEP 2020 teaching has become learner centered, therefore, the main focus is to cater and satisfy the felt needs and interests of the learner. The college adopts innovative methods/ strategies to prepare the prospective teachers to handle the challenges they face in their day to day experiences. The quality of a learner and the quality of a teacher is the reflection of teaching and learning process.

As per the norms, The college follows and develops innovative teaching methods and strategies to maintain the quality of prospective teachers. The faculty provided qualitative inputs to develop teaching skills. As per the needs of society variety lesson plans are developed to meet demands locally and globally. In case of M.Ed, Valuable inputs are given by the staff in their qualitative dissertations.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

College of Teacher Education, Andhra Manila Sabha is an affiliated college of O.U. Effective leadership is realized in the following ways.

The college practices Decentralization in the following ways

Principal takes care of the day to day administration .She discusses the Academic and non academic functioning by conducting regular meetings with Teaching and non teaching staff All the main decisions related to the institution are taken by the Principal in consultations with the in charges of the courses.

The course In charges of each course, in turn Supervise and mentor the staff on the course progress for example time tables, attendance, Projects etc.

The Institution supports a trend of decentralized governance system with participative management. Principal is the academic and administrative head of the Institute and the Member of the Governing Body. Regular meetings of these committees are held for the effective and smooth functioning of the institute. Internal Quality Assurance Cell, Academic monitoring committee etc. Grievance & Redressal Committee Placement cell cultural committee Sports committee Library committee, Participative management is practiced

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

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

The institution maintains utmost transparency in its financial, Academic administrative and other functions.

Financial: Budget and the expenditure proposals are approved by both Governing Body and Administrative commette .

Maintenance of Records: The records of all the revenue generated form students, like student enrollment fee, fees collected for certificate courses are maintained.

Academic: College prepares the Academic calendar and almanac, soon after admissions are made. The college almanac is prepared in alignment with the affiliating university's Curriculum.

Remedial sessions and revaluation facility is provided on demand.

Student Council Elections are conducted through democratic polling for each of the courses offered by the college. The elections for each course is conducted by the course In-charge.

Intern ship Records

Internship files, records and feedback obtained from stake holders like school principals, subject supervisors and in house staff are maintained

Library Services: College has a huge library it is fully automated and digitalized.

Practical Assessment: Final Practicum, ICT Project, EPC Project, Drama and Art Project, NaiTalim, Reflective Reading, Audiology tests.

M.Ed Dissertation Viva Voce have both In house and external staff as Jury. Double evaluation: M.Ed Semester end assessment is subject to double evaluation.

College Committees: College has various committees constituted to plan prepare and execute academic, administrative and extra-curricular activities. Each committee

College Committees: Various committees are constituted for planning, preparation and execution of academic and administrative events.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

The institution has Long term Strategic Perspective plan for continuous improvement and move towards the realization of vision, mission and core values. The strategic plan is deployed and reviewed from time to time by obtaining feedback from stake holders . The new millennium is going to witness unprecedented challenges and opportunities in Teacher Education Domain.

The institutions strategic plan is effectively deployed.one activity which was succesfull duringthe previous years is

Placement Cell

Establishing placement and enterprenuership Cell

Effective functioning of placement and enterprenuership cell

Every year new schools are added to the list

MoUs with organizations for entrepreneurship development Providing training & guidance for entrepreneurship development

MOUwith pallavi model school ,recently AMSCTE has an MOU with ST.Ann's colleeg of Teacher Education,Heggins bottom university.

Bringing more experts of the field for seminar, lecture, workshop for entrepreneurship development-

More than 40 Experts visited the colleeg to give inputs about how to map school curriculum with scocietal needs.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://amsteachereducation.com/pdf/IQAC-minutes-november-2024.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college has a clearly defined organizational structure and

administrative set up to support decision making processes. Board of Governors, SES manages the institution and is the prime decision making body, and meets at regular intervals to reviews the operations of the institution and provide guidance for further improvement. The main functions of the governing body are decisions on administrative and academic matters, communications from NCTE and State Govt, physical infrastructure facilities, new programmes /additional intake, policies for faculty & Staff, faculty recruitment, student welfare measures and approval of budget

Internal Quality Assurance Cell (IQAC): IQAC monitors the academic, research, co-curricular and extracurricular activities to ensure quality in teaching & learning.

Staff Council: This Council is constituted to deal with all academic related affairs of the College, academic staff, academic planning.

The institution's constitutes committees for implementing quality initiatives and transparent administration for the benefit of the students, faculty and staff at various levels Other Academic and Administrative Duties: The principal monitors the various academic and administrative matters. Vice Principal, senior faculty, Coordinators and In-charges provide academic support to the Principal.

File Description	Documents
Link to organogram on the institutional website	https://amsteachereducation.com/pdf/amscte-organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

<p>6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The institution has committees, bodies and cells for effective management. The operations are carried out through regular meetings. The minutes are maintained and action taken reports are minutely detailed, and signed by the Principal.

All activities undertaken by the college for organization of seminars, extension lectures, workshops, remedial program for students, field activities done by students are discussed in a formal meeting chaired by the Advisor/Director of the college.

A Staff Council meeting recommended that more activities should be included in the curriculum to obtain mastery of teaching skills.

Based on the recommendation of the committee on ICT skills:

1. Use of multimedia facilities by LCD projectors, e-learning material.
2. 2. Language laboratory for communication skills
3. 3. Computer literacy programme for students.
4. 4. The curricular transaction is enriched with the help of ICT to add a good number of activities for student's capacity building.
5. Converting practice lessons to Technology aided classes during teaching practice session was made compulsory for all teacher trainees.
6. Problems encountered while Internships are also dealt effectively

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Measures to develop Cognitive insights. To improve the competencies of the staff college organizes Orientation programs, Workshops, Guest lectures, extension lectures, on Research Methodology, Staff are encouraged to act as resource persons in the programs conducted under MHRD funds .They are encouraged to pursue higher studies like Ph.D, other Post graduate courses in other disciplines, other courses to improve their Qualifications. Staff are advised to publish Research articles in National and International journals, Institution is ready to fund for minor Research projects, staff are motivated and encouraged to write and translate text Books.

Library Facilities:Every staff member is given Library membership and all facilities are extended by the librarian to help them in locating books and Journals, provision is given to refer and utilize library services,as and when they are free.

Tangible welfare Measures:Teaching and Non-teaching staff from Unaided section are given annual increment and other benefits subject to norms prescribed by NCTE and RCI. Travelling allowance, on duty leave for attending seminars, workshops, etc. are sanctioned by the college.

Intangible Benefits:A number of intangible benefits are offered to staff, Gandhi Bhavan programs, Yoga classes are offered to nurture their spiritual quotient.

Aided staff :Aided staff are given leave facilities as per the UGC and state Government rules.

Technical Facilities:Apart from the general tech facilities, like

computer laboratory, language Laboratory, Audiology laboratory, conference Hall, Seminar Hall. Staff are given an individual system with browsing facility,

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

00

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

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

02

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

06

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

A performance appraisal is also referred to as performance evaluation. Like any other Institute or organization AMS uses performance appraisal for both Teaching and Non-teaching staff to assess staff's job performance and productivity in accordance with the Institutional program's and educational objectives.

Appraisal of Teaching Staff: Apart from being appraised in content mastery , language fluency, punctuality, completion of syllabus on time, teaching, class room management, maintenance of Records, updating Academic diary. They are assessed in other areas like active participation in college programs, performance in faculty development programs, relationship with peers, students, citizenship behavior, inherent potential for further and future improvement of the self and Institution.

Increments: For all qualitative contributions including the results staff are given increments for their commitment and genuine contribution towards the welfare of the Institution.

The head of the Institution conducts informal and formal meetings to encourage, motivate and improve their performance both in academic and non academic areas. Performance assessment details are duly recorded. Faculty is encouraged to contribute to In house publications like college magazine etc.

Non-Teaching Staff are assessed not on any particular criteria but their regular contribution, to the cleanliness and hygiene of buildings, class rooms, wash rooms, and physical arrangements made during special occasions. Other factors for consideration are habits, absenteeism, punctuality, hard work, discipline, reliability and accountability. The management and Principal supervise and monitor performance of staff to arrive at a decisive Assessment.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

CTE AMS prepares budget for the next financial year with an assumed expenditure. After assessing the available resources, college plans for the next financial year, the Budget is placed before the Statutory Bodies like the Administrative committee and Governing Body for due approval. Out of 4 courses offered by CTEAMS, B.Ed. is an aided course and PG Dip in ECE, B.Ed.Spl.Edn (H.I) and M.Ed. courses are self financed.

The external audit of college of Teacher Education is carried out by the external auditors from Anandam and CO, Secunderabad.

There are 2 types of Audits namely Internal Audit and External

Audit.

the responsibilities include

1. Conducting Audits at regular intervals.
2. Reviewing the Financial Statements
3. Development of Internal Control Systems.
4. Advising management in accounting procedures.
5. A report will be submitted to the external auditors at the time of final audit.

External Audit: It is undertaken by external organization, Its responsibilities are,

1. The main responsibility is to verify the General Ledger of the college which helps in solving the errors in the accounting system.
2. The audit is conducted by reviewing the sample data and expresses his audit opinion on the financial statements.
3. Statutory payments like T.D.S., Professional Tax and E.P.F payments will be verified by the external auditors
4. The financials will be signed by the External Auditors along with the concerned Secretary of the Unit and the same will be submitted to the Income Tax Department.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

1.7

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

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

College of Teacher Education offers four Teacher education programs, B.Ed (G), B.Ed SPL (H.I) M.Ed and PG.Dip in ECE. While the M.Ed, B.Ed SPL (H.I) and PG.Dip In ECE are self-financed, the B.Ed course is run with funds from student tuition fee, In addition to this, the College has an aided faculty, salary is paid by the State Government.

CTE AMS strives to optimize, the use of its assets, namely Buildings, Equipment, Furniture etc. Conducts the feasibility of any new undertakings that emphasize quality.

College has an effective management to nurture quality simultaneously promoting a progressive environment attempting to sustain competition.

Stances taken by the Institution

College Administrative committee, Governing Body discuss the existing financial resources, guide and advise the Institutional head on the execution of the operation, with the help and suggestions of Budget, Finance and Purchase committee.

CTE AMS manages to generate some funds, token revenue generated through the study centre and MOU signed with Pallavi Edu Com Management Services LTD (PEMSL).

The revenue generated through certificate courses also contributes

to the institute's financial resources. Occasionally there are good Samaritans who donate either through cash or kind. The student prizes are covered through the interest generated from Endowment prize funds.

Institution allocates funds for unforeseen major and minor repairs, purchases augmenting campus amenities, student and staff facilities, allocating financial resources for running the Institution efficiently.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Quality improvement Practice-1: Student Mentoring System. The IQAC implemented an effective student mentoring system in the institution. The students are mentored by faculty members on aspects related to academics, profession, career and all round development from first year onwards. A complete track record of the student's activities like academic, curricular, co-Curricular, extracurricular achievements, social activities and also the details of parent meeting are maintained by faculty members, appointed as counselors or mentors. Each mentor is allotted with 10 students. Mentoring activity starts with identifying bright and weak students by their previous achievements and records. The mentor will counsel the students many times in a semester. This system develops an interaction between students, mentor, and parents. After the implementation of mentoring system, considerable improvement is observed in attendance, academic results and students undergoing training for placement.

Quality improvement Practice-2: Promoting Technology Enhanced

Learning For promoting technology enhanced learning experiences of the students and staff, IQAC has initiated the process of enrolment into MOOCs (Massive Open Online Courses). In the Covid pandemic, institute has upgraded its ICT facilities for the benefit of the students & faculty. College students have successfully learnt to take online classes and evaluation.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

Role of IQAC in attaining, improved performance

Selection Committee: A selection committee is constituted to recruit Qualified Staff, with required eligibility. College deputed staff to attend Orientation programs, Workshops, Seminars both for presenting papers and participation.

Faculty Development Meet: is a regular feature of the College, to augment the subject insights, in the area of their specialization, through discussion of current trends in the discipline and exchange of ideas with peers.

Variation in Projects and Assignments: Staff is advised to bring variation in the nature of assignments to meet new global challenges in teaching.

Interim Changes in School curriculum: Staff is advised to incorporate the changes introduced in the school curriculum and tackle the challenges there in.

Student Council and Grievance Redressal Cell: They are the most powerful mechanisms to improve the overall quality of the Institution.

Specific:

AMSCTE has a social responsibility to disseminate knowledge, hence

college conducts a number of Seminars, Orientation programs and workshops.

Other efforts of College. A number of Guest and orientation programs are organized in areas like Micro teaching, Assessment, e portfolio. Audiology, Research Methodology NAI TALIM etc.

MOU with PEMSL: College has a unique privilege of offering a PG Diploma in Early Childhood Education from 1984. An MOU was signed in 2014 with PEMSL to offer a three month certificate course in ECCE. The MOU was renewed in 2023. College has successfully sent 8 batches of students.

Gandhi Bhavan programs: started by the illustrious founder to inculcate patriotism and indoctrinate ethical and moral values

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

18

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected,

Three of the above

analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://amsteachereducation.com/pdf/IQAC-minutes-november-2024.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://amsteachereducation.com/pdf/AMS-CTE-AQAR-22-23.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Example 1

Teaching-Learning Process- The IQAC works on improving this process and supports adopting OBE, The Program outcomes are adapted from Osmania University curriculum, program-specific outcomes, and course outcomes are prepared for each program considering Bloom's taxonomy, in collaboration with all stakeholders.

A result-oriented, performance-based model is adopted at the College that emphasizes accountability based on student learning.

Anew approach of evaluation was implemented that included self-reflection, peer evaluation and faculty input.

Example -2

Good Governance

The Vision of the college was revised after the pandemic, the aim now is to produce 'tech savvy' teachers. . Academic audit is conducted by an external expert. There are different committees to take decisions on different issues.

Several MOUs have been signed with schools, colleges , NGOs, etc.

Faculty Empowerment Strategies- FDP programs are conducted every year on the current topics and issues.

Resource Mobilization- The college guides its students to different facilities available for them in the State of Telangana to avail scholarships.

High speed Wi-Fi Connectivity,fully equippedclass rooms with the hardware as well as software tools to conduct online classes. A ramp and lift were made. The college library is automated with KOHA software and subscribes to the UGC's INFLIBNET and NLIST e-Resources facility for staff and students.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Energy policy of Andhra Mahila Sabha College of Teacher Education envisions a Zero energy poverty by promoting energy efficiency, use of green energy and creating awareness of the same

in its students, faculty staff and stake holders

Andhra Mahila Sabha College of Teacher Education (AMS CTE), located in Hyderabad, operates as one of the seven sister institutes situated within the Durgabai Deshmukh Academic Campus. The maintenance and upkeep of the campus are overseen by the Academic Campus Committee, which is constituted by the trust board of Andhra Mahila Sabha. This committee includes all secretaries and principals of the institutes as its members, ensuring collaborative decision-making. Regular meetings are convened to deliberate on campus maintenance matters.

The maintenance expenses, including payments to the Municipal Corporation of Hyderabad, salaries for security personnel, campus beautification, and other related upkeep activities, are shared among all institutes within the campus. The chairperson of the Maintenance Committee determines the overall expenditure and communicates the proportionate share to be paid by each institute.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

It is incumbent on higher educational institutions, in specific teacher education institutions, to lead the way in promoting sustainable living. The challenges in accomplishing sustainability goals are compounded in waste management. The college's efforts in managing its waste is guided by the Solid Waste Management (SWM) rules and regulations released by the Union Ministry of Environment, Forests and ClimateChange(MoEF & CC)in 2016. Sophisticated technologies have mushroomed in recent years, that not only help in generating substantial quantities of decentralized energy but also in reducing the quantity of waste, as well as providing for its safe disposal.

Most important reason for proper waste management is to protect the environment and for the health and safety of the population. It is a very important topic that needs to be addressed, and

everyone should be aware why waste segregation can be the difference between the survival of the earth and the worsening effects in the natural biological system. CTEAMS is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution maintains a high standard of cleanliness with the support of a dedicated contingency staff, who diligently work to keep the campus in pristine condition. Every Saturday, cleanliness drives are conducted across classrooms, labs, the library, corridors, grills, and windows, ensuring thorough mopping and dusting. Key areas such as the board room, two seminar halls, principal's office, and prayer room undergo vacuum cleaning, while upholsters in spaces like the examination cell, IQAC Cell, Administrative Support Unit, sick room, and staff room are replaced periodically.

Special attention is given to the Language and Computer Laboratories, which are maintained as dust-free zones to safeguard equipment. Air conditioners across the campus are serviced annually to ensure efficient performance, and a reverse osmosis plant, maintained through an AMC, provides a reliable source of clean drinking water. Additionally, the overhead water tank is cleaned regularly, supporting the institution's commitment to hygiene and sustainability.

Sanitation

Green cover and pollution-free environment

Green Belt Around the Campus

Well-Maintained Garden

Medicinal and Exotic Plants:

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use

All of the above

of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

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

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

0.12

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

The institution enjoys a strategic advantage due to its central location, offering convenience and accessibility to a wide range of essential services and facilities.

Cooperating and Model Schools: The proximity to schools allows student-teachers to engage in practical teaching experiences

Railway and Metro Stations: The nearby railway and metro stations offer excellent connectivity, making it easy for students.

Strong partnership with cooperating schools

Open Access to Resources: Teachers from partnering schools have the freedom to access educational resources from the institution.

Access to Scientific Equipment: During internships, student teacher trainees can access all scientific equipment from the institution's laboratories.

Support from Slum Area Heads: The institution has also built relationships with leaders from local slum areas, who contribute their support in organizing outdoor extension camps.

Community Engagement and Support: Through partnerships with various community leaders and organizations, the institution can organize impactful extension activities that benefit both students and local communities, fostering a sense of social responsibility among future educators.

Practical Learning and Development: By providing access to scientific equipment and facilitating outdoor extension camps, the institution ensures that student teachers gain hands-on experience, building their confidence and skills in real-world teaching and community work.

Skill Gap: Many graduates emerge with degrees but lack practical skills that are directly applicable to their roles. **The Value of Experience:** Internships, apprenticeships, and real-world projects are invaluable. These experiences not only enhance resumes but also cultivate critical thinking and problem-solving abilities that textbooks often lack.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on

A. All of the above

the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice I

Visits to Orphanages and Old Age Homes by Trainee Teachers

The trainee teachers of AMSCTE exemplify the institution's commitment to fostering holistic development by actively engaging in social outreach programs. As part of their training, they visit orphanages and old age homes on the last Saturday and Sunday of every month. These visits aim to instil empathy, social responsibility, and community engagement among the future educators, enriching their journey to becoming compassionate and socially conscious professionals.

The trainees understand that children in orphanages often lack familial support and positive role models, while elderly residents

in old age homes may face loneliness and isolation.

Best Practices-II

Awareness Camps on Sanitary Pads by Teacher Trainees

The teacher trainees at AMSCTE have launched an inspiring initiative to tackle crucial issue—raising awareness about sanitary hygiene in nearby slum areas. Recognizing the lack of knowledge and access to menstrual health resources in these communities, the trainees have taken proactive steps to educate and empower local women and girls.

The trainees also raise awareness about the environmental impact of improper menstrual waste disposal, which is a major issue in densely populated slum areas. To ensure that the knowledge gained during the camps had a lasting impact, the trainees partnered with local organizations and NGOs to distribute free sanitary pads.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

College of Teacher Education is unique and distinctive for the following reasons.

1. Recognized as the only college to receive assistance for restructured courses under the Faculty of Education, Osmania University, Hyderabad.
2. Became the first institution in the voluntary sector to secure a project from UNICEF through NCERT, leading to the establishment of the State Resource Centre (SRC) for Early Childhood Education (ECE) in Andhra Pradesh.
3. Conferred with CTE (College of Teacher Education) status in 1997, a unique privilege for a private aided college in Andhra Pradesh.
4. The only private aided single-faculty college offering four teacher preparation courses across different levels.
5. Accredited by NAAC with B++ Grade.

6. Granted autonomous status in 2007.

Reaccredited by NAAC with B Grade in 2024

Identified as a study center for Dr. B.R. Ambedkar Open University B.Ed. (DM) course since 2009.

Signed an MoU with Pallavi Educom to offer a three-month certificate course in Early Childhood Care and Education (ECCE). Entered an MoU with St. Ann's College of Teacher Education in July 2024. Recognized as a study center for Indira Gandhi National Open University (IGNOU) for all courses starting in 2024. The college's distinctiveness is rooted in the cultural and ethical values imbibed from its founder.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File