



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ANDHRA MAHILA SABHA COLLEGE OF TEACHER EDUCATION

**DURGABAI DESHMUKH VIDYAPEETAM, OSMANIA UNIVERSITY CAMPUS
500007**

www.amsteachereducation.com

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Institution

Dr. Durgabai Deshmukh established College of Education in 1971, with the motto of *“Harnessing the capacities of women teachers in building the nation”* under the banner of Andhra Mahila Sabha her own voluntary organization.

The creation of right values, attitudes and interests is most important in Teacher Education. It was her intense feeling that a women teacher is closer to the students and has a natural skill to mould them into a powerful army and a force to reckon with. She made it the mission of her life to spread education among women to make them economically self reliant.

The vision of the founder has been the constant spirit behind the functioning of this institution from its inception till date.

The lamp of B.Ed was lit on 18th August 1971, by Prof Ravada Satyanarayana. The then Vice-Chancellor of Osmania University, in the presence of Dr. C.D. Deshmukh, the first Chairman of UGC.

The college has grown from strength to strength over these 50 years and now has become an institution of high repute as a seat of Women Learning and Empowerment. It is committed to the ideals and objectives of the founder of our organisation.

On observing its excellent performance over a period of 25 years in the file of education the college was elevated to the status of College of Teacher Education in 1977, increasing its responsibilities towards teaching community.

Autonomy and NAAC Accreditation

The college is conferred with the status of autonomy from the academic year in the same year. The college completed 50 glorious years in Teacher Education looking forward to create new bench marks of quality in Teacher Education

Today we offer four Teacher Training Programmes-

- B.Ed
- M.Ed
- B.Ed Spl. Edn. HI and
- Post Graduate Diploma in Early Childhood Education (PG. Dip. In ECE).

The purpose of the institution is to empower women through training to serve the school sector at different levels and be a part of Nation Building.

Apart from this the college offers Value added courses and Certificate courses having social relevance.

Vision

Vision:

- *To grow as a centre of excellence in Teacher Education*
- *To create a model learning environment which serves as a resource centre for Schools and Colleges of Education.*
- *To prepare innovative teachers and teacher educators for a global, tech-savy society.*
- *To emerge as a leader in creating world class teachers by providing a progressive learning environment.*

Core Values:

- *Continuous pursuit for excellence*
- *Respect for social and cultural values*
- *Commitment for value based education*
- *Development of human resources in the service of the nation*
- *Nurturing integrity, creativity and academic freedom*
- *Retaining curiosity and willingness to experiment in new paradigms*
- *Recognising teaching as a unifying activity*

Mission

Mission

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovation in higher education;

- To undertake quality-related studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Institutional Objectives

- To conduct Action Research, field pilot programs in Teacher Education.
- To Conduct In-Service training programs to teachers to augment their Cognitive skills
- To develop Teaching Learning Material
- To develop teachers Hand books/source books & Self- learning materials
- To Promote extension & resource support & service to secondary, pre-primary & primary teachers in different districts like Hyderabad, Ranga Reddy and Medak .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As part of a Voluntary Social Service Organization the College has-

- @. Direction for development
- @. Committed and devoted staff
- @. Focus on quality
- @. Freedom for service and innovation
- @. Support to start new programmes, projects and courses
- @. Recognized as a quality Institution
- @. Received special grants from UGC COHSSIP
- @. Recognized as CTE by MHRD
- @. Recognized as a State Resource Centre in ECE by UNICEF
- @. Campus interviews placement facility

AMS is a brand name in the field of Teacher Education

Other strengths include

- Value system rooted with the Ideals of our Founder
- Supporting Eco system in the academic campus
- State of the art Conference hall, dedicated and dynamic leadership
- Eco clubs, cultural activities clubs, science clubs etc.

- Digitalized College library
- Best infrastructure

Institutional Weakness

Weaknesses:

- Delay in admissions, leading to disturbance in the academic year
- Delay in receiving salaries for aided staff
- Delay in response from the State Government on issues of administrative nature
- Delay in filling the aided vacancies (both teaching and non teaching)
- Administrative formalities absorb more time, threatening enthusiasm.

Institutional Opportunity

As a college of Teacher Education

College is able to conduct national Conferences, State Level Seminars, Orientation programs and Workshops as and when it procures funds. College is considered to be one of the best Teacher Education colleges in the Twin Cities.

As an Autonomous college it enjoys the luxury of Conducting semester examinations and declares results. It is able to hold its own convocation.

College as a Study Centre: College has been the Study Centre for Dr. B.R Ambedkar Open University for B.Ed (D.M) In-service Primary teachers.

Consultancy: It had signed an MOU with Pallavi Mangement Educational Services.com in 2014 and renewed it in 2023 to offer a three month certificate course in ECCE. Nine batches of Students have received their certificates.

College signed an MOU in 2013 with Boys and Girls Government Juvenile Homes.

Institutional Challenge

- Implementation of NEP 2020 recommendations.
- Providing optimal School experiences to Teacher Trainees, even post pandemic situation
- Infrastructural improvements to meet the needs of Inclusiveness
- Getting admissions for B.Ed and M.Ed programmes due to two year duration programme and the incurring expenses.
- Difficulty in getting admissions for PG Dip in ECE

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CTEAMS is an autonomous, college affiliated to Osmania University, . Recommendations and suggestions of apex bodies, statutory committees, the National and State policies, NCTE norms, benchmarks are reflected while planning, reviewing and enriching the curriculum for UG and PG Programmes. Considering the Global Standards of Teacher curriculum, college tries to design a knowledge and /skill based curriculum, with emphasis and thrust on Professional ethics and Values, aptitudes, and attitudes of teachers . Explicit areas of skills, values and attitudinal grooming are focused through generic, electives, methodologies, EPC's and certificate courses. College uses assessment tools and techniques, that reflect the core Curriculum methodologies including inclusive education.

The almanac is thus demarcated for all the 4 semesters, both for UG and PG. Every effort is put to make it free of mistakes, thus optimizing pre phase, and Post phase teacher training programme. The support system like library, laboratories, technology gadgets, online platform, e-classroom resources, , practical sessions are reflected in the almanac during inter semester break.

High Lights of the curriculum

- **Task-based learning,**

Expound capacity building through professional responsibilities, developing artistic, recreational capabilities through co –curricular domains during the formative phase of the curriculum transaction

- **Choice Based Credit System of evaluation.** Continuous and comprehensive assessment with focus on maximizing the proficiency in both academia and skills, to accomplish professional skills.

Special attention is given for emphasizing inclusivity in the syllabus from the direction of Disability Act, Human rights and Equity perspective. Outcome Based Education is the new area is likely to be implemented from the year 2023 onwards.

Teaching-learning and Evaluation

- **Teaching-learning and Evaluation**

Teaching-learning is the most crucial area of a teacher training programme. Established 52 years ago, cte ams is able to contribute its might for the development of the intellectual and emotional support to the women of Telangana to help them spread the wings of their wisdom to build a Global Knowledge society., laying a foundation to teacher behaviour, both from Indian and Western perspectives. Learning needs are assessed on the approach of Indian Philosophers and Western thinkers, Benjamin S. Bloom's revised educational taxonomy of learning objectives for designing learning experiences and Vygotskian thoughts of constructing knowledge

for experiential learning. Psychological interventions, theories, laws of learning, multiple intelligence, reciprocal teaching, and reinforcement theories become bases for designing this participative programme.

▪ **Teacher Talk**

An in-depth talk on teacher preparation, behavioural patterns, professional expectations, emotional stability, sensitisation towards social issues, inclusiveness are all essential elements.

Later, these are aligned with PLO's and CLO's in congruence with NAAC, NCTE .

Progressive performance of the student teachers' are closely monitored through continuous internal assessments, psychological testing, rubrics, reflections at the end of lessons, summarizing learning outcomes, scaled down teaching encounters, application of traditional vs modern approaches and models of teaching, ICT capacity building is done through ICT project for undergraduates, students are trained to develop ICT mediated lessons, to develop competencies in developing e-content and on-line proficiency in technological tools, that help them to teach efficiently during their Practice teaching, thus strengthening their self-awareness and decision making ability for professional engagement. The projects on Micro Teaching, Reflective teaching and developing Macro lessons are demonstrated by the faculty to nurture creativity, critical thinking and problem-solving skills. These help students to realize the pros and cons of the field reality before they are posted in the school system. Thus Pre-service teachers are equipped to handle primary level to secondary level of teaching-learning-evaluation chord.

Evaluation

To make evaluation more reliable and valid a steady progression is observed from entry to placement level. The formative period includes content tests, diagnostic procedures, personality tests, talent tests, showcasing, research aptitude, emotional quotient, aesthetic sensibility, reflective journal writing, penchant through portfolio, computerization techniques to attain professional standards.

Infrastructure and Learning Resources

▪ **Infrastructure and Learning Resources**

CTE AMS has a total built up area of 194065 Sq.Metres with two imposing buildings B.Ed and Cte ams Buildings, which are very spacious, airy well ventilated and suitably furnished, maintained as per the NCTE, UGC, Government and University norms. Infrastructure includes well equipped classrooms, laboratories, (Computer labs , psychology laboratory, Physical Science laboratory, language laboratory, Audiology laboratory, Conference and Seminar halls, library, Sufficient budget is earmarked for the infrastructural augmentation excluding salaries.

Digitalization of College Library

The college library has been digitalized to keep abreast with the technological insurgence. The automated library functions with Koha software and has provision for online Access

An annual budget allocation is demarcated for purchase of books, journals, for updation of software – A number of e-books were downloaded and catalogued as per the requirements of curriculum. Policy documents, encyclopedias, Dictionaries, Journals, Fiction) Buch Volumes, PG dissertations etc. Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share any information from remote sources.

Gadgets:

Gadgets with latest technology, like LCDs are available in the campus. Computer cum language lab and College Office has a server with LAN and internet connection. During the pandemic, online classes were conducted Whats App, is extensively used for individualized and effective -learning purposes.

Student Support and Progression

College takes maximum care to enable students to ensure their preparedness with pre-requisite knowledge and skills to develop the requisite mind-set to complete the course and enter the teaching profession.

Optimum efforts are put in to groom the Pre-service trainees from entry to formative level to sculpt their personal and professional Persona.

The pre-requisite knowledge and skills of students' are assessed to perceive their interests, hobbies, likes, dislikes, strengths and weaknesses, reasons for opting this institution, their psychological mind set, aptitude towards teaching, their socio-economic status and so on.

A distinguished approach is applied to reach out to each learner, applying academic benchmarks such as research and reporting mechanism, project-based, activity centered, constructive learning environment, exposure to models of teaching, inquiry based learning, ICT integrated learning modules, theatre arts in lesson planning, open ended lessons, Inclusivity is another area practiced to increase the involvement of student teachers' to execute their best services to the Children with Special Needs(CWSN).

▪ Personalized Support- Counselling and Guidance

College is conscious of student and staff health, Personal health care, medical check-up and counselling are some of the inputs given for a conducive learning environment. Student support services include, orientation for accessing scholarships with our additional support of concession in fee and remedial teaching. Add on certificate courses are designed to bring out the hidden potentialities to maximize student capabilities to train them to grow into committed citizens.

Student Quality Circle (SQC)

Members of student Quality circle act as liason officers.

Job mela

The concept of organizing a Job Mela commenced from 2007 onwards. The chief objective of Job Mela is to equip and empower Pre service trainees with requisite skills to face mock-interviews before attending the actual profession, college.

Task Based learning.

College engages students in task-based learning, both in academics and in recreational activities. Cte ams has an array of clubs. They function with a urposive goal to plan, coordinate, execute and organise co- scholastic programmes. College observes & celebrates National and International days of importance, like Teacher's day, Human Rights day, Communal Harmony Week, Annual day, Gandhi Shatabdi Bhavan programs etc.

Governance, Leadership and Management

The College has sizeable capacities in the form of a Strong and Powerful management, functioning in accordance with the founder's vision and leadership. The accommodating governance focus their attention on creation of a progressive learning environment. College has highly qualified, Professional, committed and a compassionate set of teachers with an even-handed personality.

Management provides digital platform and technology, supports classrooms and virtual laboratories for capturing live lectures, micro - teaching sessions, webinars. New digital gadgets are upgraded to support the teaching - learning –evaluation process.

Management strives to network with national level Teacher Educational and Research units like NCERT, NCTE etc. The Administration and faculty are given ample freedom to re-design the pedagogical strategies. The management interacts with experts during statutory meetings to design a comprehensive curriculum. i.e BOS, Academic Council etc. Governance, supervision and leadership is maximised with e - support mechanism.

Governance plays an important role through the provision of financial, academic and personal

assistance. Administrative and academic audit is conducted regularly to establish transparency and display functioning of the management.

College functions on the note of optimal utilization of human and material resources. The campus offers comprehensive facilities for all aspects of student life and personality development programmes.

College management provides digital and ICT infrastructure for accessing information networks for faculty, student, researchers, administrators, alumni and parents. It spares no effort to provide a healthy, clean, spick and span physical environment as well as academic and support facilities that are reliable, vibrant and induce both staff and students to deliver towering performances leading to Personal and professional growth.

In order to achieve these, the college has an enthusiastic Governing Body which manoeuvres system for optimal utilization of infrastructure and regular maintenance of Institutional activities. Governance creates didactic ambience to humanise education.

The Governance follows Human Centred Design which is based on a philosophy that empowers an individual or team to design services, systems and experiences that address the core needs of the staff of cte who experience a problem.

CTEAMS strives to engage teacher's in outreach activities and extension programmes. College makes efforts to improve pedagogical skills of the pre-service teachers towards employable skills.

College has practice of signing MOUs with other organizations, to either start a new course or otherwise which would give insight into the components of research for further improvements in the areas of teaching-learning and evaluation.

Institutional Values and Best Practices

Transformation of Human Resource into Human Capital is the primary concern and priority of cte ams. It was the dream of the founder to see the organization grow and flourish into an Institute of excellence in teacher education. This dream of the founder may not yet be realized unless the capacities of faculty and prospective teachers are optimised.

A human-centric workplace is one that revolves around its people and considers their specific needs.College practices Empathy. There is genuine care for the people who strive for Organizational quality.

Our strength lies in designing a teacher training program, with human relations at the core.

We strive to maintain the Gandhian ethos by following our founder's footsteps i.e to maintain a morally stable and ethically rich organizational climate

1.Offer flexibility: College offers flexible scheduling. Flexibility enables employees to balance their work and home life in a way that suits them, ensuring they're able to enjoy their free time and focus when they are at work.

2.Recognize Achievements: College management recognizes the accomplishments and hard work of employees, ensuring them that their services are valued.

3. Focus on employee wellness: Work burnout leads to demotivation that can influence the mood of other colleagues. Furthermore, employees struggling to manage their workload are less likely to help other team members with their tasks or proactively think about future obstacles and solutions.

4. Create team goals: Though rewarding individual accomplishments is one of the critical parts of making people feel valued, working towards collective team goals is just as important.college is bent on encouraging group targets, encourage team members to collaborate, unify and share their knowledge with colleagues—which drives overall team performance and drive employee efficiency.

5. Provide learning and development opportunities: Cte ams yearns to care about its employees. Hence grabs every opportunity to provide learning and training opportunities so that career advancement is a natural progression for all employees. By investing in its employees' careers, overall organizational growth and development are ensured.

Research and Outreach Activities

We, at Andhra Mahila Sabha understand the meaning of search.We research and see what everybody else has seen, but think innovatively to find what nobody else has thought.

The Under graduate program has a project on Action research. Students are trained to sort out challenges which emerge without caution and find probable solutions, to quantitative and qualitative class room management issues. Post Graduate course has dissertation to analyse and find solutions in comparative experimental research between traditional vs innovative approaches in Pedagogy and are encouraged to shift towards qualitative research in the subtle areas like theatre in education, social and emotional issues among parents and wards, global warming and its impact on environment and human being.

Faculty are encouraged to take up minor and major research programmes facilitating their studies with expertise from the field of research. M.Ed staff enjoys the facility of experiencing, experiential inputs through guide ship, both inside and outside the college.

The faculty and students of the College are provided with opportunities to gain exposure to enlightened talks that enhance their self- efficacy and leverage their wisdom towards realizing organisational objectives.

CTE AMS grooms teachers to review, revitalise and conceptualise staff resources, as indefatigable, effervescent

teachers, empowers them to face 21st century, challenges of fast - paced, tech savvy world.

CTE AMS spares no effort to create a climate that can make out and foster the capabilities of pre service trainees, all the way with the belief in Stimulating their intrinsic energies as an integral part of teacher preparation and career management, thus mentoring, to create superior workforce by rigorous training. College has practice of signing MOUs with other organizations, to either start a new course or otherwise, which would give insight into the components of research for further improvements in the areas of teaching-learning and evaluation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANDHRA MAHILA SABHA COLLEGE OF TEACHER EDUCATION
Address	Durgabai Deshmukh Vidyapeetam, Osmania University Campus
City	Hyderabad
State	Telangana
Pin	500007
Website	www.amsteachereducation.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G. Indira	040-27098573	9440670046	-	cte_ams@yahoo.co.in
IQAC / CIQA coordinator	K.s. Vijayalakshmi	-	9000596158	-	cte_ams@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-01-2012	View Document
12B of UGC	18-01-2012	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	06-05-2015	24	Not found uploaded document

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Durgabai Deshmukh Vidyapeetam, Osmania University Campus	Urban	1940.65	0.479384

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Special Education	24	BAB.COM. BSC B.TECH	English	100	64
UG	BEd,Special Education	24	BA B.COM BSC. BTECH	English	30	12
PG	MEd,Pg	24	B.Ed	English	50	6
PG Diploma recognised by statutory authority including university	PG Diploma,Pg Diploma In Ece	12	ANY DEGREE	English	45	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				8			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				1				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				12			
Recruited	0	0	0	0	0	3	0	3	0	0	0	0
Yet to Recruit	0				0				12			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	0	0	0
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	15	0	15
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		4	8	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	75	1	0	0	76
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	6	0	0	0	6
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	15	24	22	15
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	8	9	14
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	4	67	84	49
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	81	32	43	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		102	131	158	113

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The founder's vision was to grow cte as a centre of excellence in Teacher Education by creating a model progressive learning environment.for schools and colleges of education 2. Transition from a unitary approach to multidisciplinary system is a matter of time. The plans are to integrate humanities and sciences with STEM and create an Inclusive platform . 3. The present syllabus encompasses language across curriculum ,understanding ICT and its application, Art & Drama in education, health, yoga and environmental education 4. As on now, facility provided to defaulters is, exit at the end of 1st, 2nd and 3rd semester of under graduation and seeking readmission 5. Institution plans to engage staff &Med</p>
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	<p>students in Multidisciplinary Research to find solutions to contemporary issues and challenges</p> <p>16. Academic bank of credits (ABC): Our college offers choice based credit system. We plan to register under ABC to permit learners to avail multiple entries and exit during the chosen program. The college honours the credits offered by other institutions also</p> <p>2. Our College has collaborated with Pallavi Edu. Com Management Services Pvt Ltd. To offer a three month Certificate Course in Early Childhood Care and Education. So far eight batches of students have completed the course.</p> <p>3. As an autonomous institution, college designs its own curricula and pedagogical approaches within the approved framework and learning resources</p> <p>4. college intends to introduce credits in the certificate courses also</p>
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<p>3. Skill development:</p>	<p>Our College is a professional college. Skill development is the main objective of each training program of college . Micro teaching, Reflective teaching, Macro teaching, Expository writing, Dissertation and preparation of teaching learning material, Art and Drama education, project on Nai-Talim concentrate on developing prospective teacher's professional skills</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>our college organizes programmes and offers certificate course: to integrate ancient Indian Knowledge system Every Friday we conduct programmes in the Gandhi sathbdhi bhavan in our campus</p>

	nurture cultural, secular, ethical and moral values and to transmit Gandhi Idles and philosophy Three month certificate course in Human Rights Certificate course in Value and Peace Education Certificate course in Yoga and Nutrition
5. 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) we offer four Teacher Education Programs.They are outcome Based Educational courses. They seek admission with a goal and they leave the college realizing their goal. 2) Yes, Our college functions on Off line basis however ,subject to demand ,offers online mode also. The entire Teaching was on online basis for all the four Programs offered by the college (2019- 2021 Batches) during the pandemic The college conducted a series of Webinars indifferent areas of Education. 3.Induction Program is offered to Freshers of each course to comprehend the nuances and demands of the course
6. Distance education/online education:	The Management of the college is planning to design a diploma course in early child hood education and offer it on distance mode

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
225	225	225	225	225
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
78	115	99	21	37
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	97
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	97
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	97
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	18	17	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	16	17	18

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
7240096	2747224	5328274	11925413	3004161

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 52

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

It is the responsibility of the Institution, to develop and ensure an effective Curriculum. Hence the curriculum drafted in our college is well planned. Curriculum is religiously revised once in three years in tune with the current Global educational trends and developments.

The recommendations and suggestions of statutory boards, universities, are taken into consideration with 10- 20% deviation from that of the affiliating university.

In the case of M.Ed trainees emphasis is laid on.Expository writing, to help prospective trainees to present factual data in their dissertation, This experience,channels their competencies in favour of doctoral research and helps them to submit their Research articles in reputed publications, Journals and other Publications.

Both UG and PG students are exposed to experience programs like Activity Based learning, Webinars,Class Room Seminars,Interactive class rooms,Peer Teaching,Intern-ship,Co-Curricular Activities, to improve and improvise their teaching Prowess.

College academic Calendar is prepared in tune with the University academic calendar much in advance for making teaching learning process more effective and impactful.Faculty prepare lesson plans to ensure timely completion of syllabus.

Sources Of Curriculum change

Feedback from Stake Holders like Practice Teaching Schools

Emerging trends in teacher Education, at State and National Level following suggestions of Status Education Report (SER),

Early initiatives in mobile education, or “m Education,” are already enhancing learning Outcomes worldwide. McKinsey’s document on education is also studied.

Steps in the development of Curriculum

Initially a draft of the syllabus is prepared by the staff of respective courses Secondly subject experts are invited to make another study of the work of In house staff. Revised curriculum is placed before members of the Statutory Bodies for review, suggestions and approval. Based on the recommendations of BOS, Academic Council endorses it before it is transacted.

Almanac

Soon after the commencement of every course, Principal convenes a meeting to work out the workability and modalities which include 100 allotted semester- wise working days exclusive of Internals and semester-end examinations to facilitate students' self regulated learning. Internship phases are aligned with school's schedule.

Implementation Phase.

The almanac is then circulated among the students for effective implementation, especially to monitor timely commencement and conclusion of Semester –end, and to overview the execution of planned activities..

Uniform weightage is given to application based learning including Laboratory work, projects, workshops, guest lectures are organized on a regular basis, to expose students to the experience nuances of subject content and pedagogy. Dissertation work of Post graduate students is monitored and Supervised by the guides from time to time.

Faculty and Documentation

Faculty of all the four courses document their day to- day activities on a daily, and monthly basis and submit them for scrutiny, reflecting accountability, transparency and commitment to the cause.

Skill development.

Faculty and students are provided with opportunity to acquire like ICT, skills like development of e-content to experience and expound diversified learning experiences. Students are taught to prepare e portfolio to be used during Internship.

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

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 39.29**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 3.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	3	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	100

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: A. All of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 14.98

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	24	13	18	15

File Description	Document
Data as per Data Template	View Document

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

Response:

The curriculum offered by, is a treasure house of bountiful knowledge and skills that are befitting to be able to compete with Global standards.

At every stage of education attitude is the most important component required to master knowledge, especially in Teacher Education.

Knowledge:

As aptly pointed out by Bloom's Taxonomy and revised Bloom's Taxonomy, whilst Knowledge is awareness, understanding, application and skills are acquired from experience or education. Information is the facts or details of a subject.

Application of Knowledge

College provides scope to apply the acquired knowledge through classroom seminars/webinars, workshops, discussions, debates, projects, assignments. They direct students to process content and develop divergent thinking, it includes Brainstorming, free writing, keeping a journal, mind-mapping divergent thinking, critical thinking, analytical and reflective thinking, affective and effective reasoning cognitive- and psychomotor capacity to develop competencies and improve their existence capacities.

As Spelt out by NEP 2020 learning in the coming future is likely to take the course of Multi disciplinary and integrated approach college pumps an assortment of skills into students, to develop their conceptual understanding and application to create traditional models and replication scenarios. A quality higher education must enable personal accomplishment, enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. College enriches student knowledge, through the four certificate courses offered to help students grow and bloom into good, thoughtful, well-rounded, and creative individuals by equipping them with ethical, moral and Constitutional values through Curricular and Co curricular activities and experiences. The objective is to broaden intellectual curiosity, inculcate scientific temper, creativity and a spirit of service in the students.

The Curriculum offers room to develop Procedural knowledge for different levels and stages of school education. Procedural knowledge, is imparted through projects like Micro teaching, reflective teaching Macro teaching. The skills included in the pedagogical methodologies that are specific to ones chosen specialization.

Usually Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts followed at different levels of school education.

College makes room for a flexible teaching through a dynamic shift towards the use of Constructivist school of thoughts.

The entire Teaching practice is bifurcated into observation phase and Internship.

Observation Phase:

In Semester I students are sent for a ten day School Observation ie. Apprenticeship to schools following State syllabus and other streams of Education. During the Observation phase Pre-service teachers are required to internalize the fundamentals of teaching skills and their competence practiced during classroom transaction, and apply the acquired competencies during their Internship.

II ndSemster: After completing Micro and Reflective teaching, Prospective teachers are fully equipped to underpin their teaching Prowess. They start their Internship from Semester, II it continues In Semesters over the other two.

III and IV Semesters students are exposed to high school level/ stage school education and demonstrate their skills specific to their chosen specialization. Like Mathematics, Music, Social Sciences etc.

The knowledge, skills and attitudes are manifested through the community studies project undertaken during the course. Students are provided theoretical knowledge and the conceptual application of this knowledge is transacted in the laboratories convened for each course.

Students are asked to create simulation scenarios to demonstrate their understanding of the concepts through application. Students extrapolate from what they have learnt and apply the acquired competencies to new situations. Every concept is taught as a barbed tool to add meaning to both students as well the faculty.

Skills:

The students of the college are equipped with social and technical skills, to develop Emotional Intelligence, Creative and Critical Thinking, Negotiation and Communication Skills, introduced through theory, practical and projects in all the four courses and through certificate courses. Students are open to the elements of application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various cultures. Similarly during Internship Pre. Service trainees have to develop value based lesson plans using subject content.

Activities

Students\of all courses are offered many opportunities to participate in competition like poster making, debates, discussions,essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21stcentury skills.

Values:

Some areas in the syllabi are designed to instill a sense of earnestness towards the profession and develop professional values in the students.

At the Undergraduate level, an interdisciplinary approach is implemented in the subject 'Reading and Reflecting Texts' wherein students are taught to read and reflect upon it,they are taught to develop skill of reading between lines. Students are given opportunity to develop language skills, critical thinking, reflective and problem-solving skills.

College observes and celebrates a number of days of National, International significance like World Environmental Day, National Science day, Teacher's day, Human Rights day,etc which try to influence the existing value system in the students . Apart from these the monthly Gandhi Bhavan programs help to develop Ethical and moral values in the students.

Attitudes:

College tries to maximize its efforts to create many inputs, to help students develop a positive attitude both to develop Personal and professional efficacy, by strengthening their team spirit, leadership and

communication skills, for holistic development

Portfolio project gives students a reflection of their previous semester's performances both in curricular and co-curricular areas to improve their performance, in their upcoming semesters that follow. It is an indicator of their growth chart and reflects their attitudinal changes over a period of time. Guided by mentors/in charges –students learn the mechanics and skills in presentations. A right attitude towards the course is planned by their mentors.

The Reflective journal throws light on the progress of their reflections during their two year programme, It imbibes the right attitudes and helps to showcase group projects to strengthen the skills of collaboration.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of School System

The curriculum cover the theoretical aspects exhaustively. The programmes gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education

The Educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework,

Syllabus & textbooks of various boards, curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools.

In house innovative lessons expose them to National and International perspectives. Students engage in techniques that can connect approaches to promote diversity.

Assessment Systems:

The methodology paper, 'assessment for learning, '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 modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. PG students develop and implement programs that deal with diversity and inclusivity. Non-formal education, philosophies of radical thinkers, alternative. System of education such as De-schooling are familiarized to assess the possibilities of open school system.

Norms and Standards:

The differences in choice based credit assessment are analyzed from international context. Students are familiarized with the global norms and standards for teaching and evaluation.

A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated.

An International and Comparative Perspective:

The general papers, Philosophy and psychology provide the Platform to understand the ideologies and approaches of Western Vs. Eastern thinkers, they are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices.

.In-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations, case studies and action research give an insight into the issues and challenges especially in the context of class room management.

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

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Founder Dr.DurgaBaiDeshMukh was a lover of fine arts she herself played Veena. She being a Gandhi an was bent on instilling Moral and Ethical values in the Prospective Teachers and Teacher Educators.

The Gandhi Shatabdi Bhavan stands testimony to it, The institutes in the VidhyaPeetham organize Gandhi Bhavan programs on every Friday in turns.

The Human resources in the college, i.e students are equipped with knowledge and Plenty of soft skills and technical Skills, such that when they leave the college on completion of four semesters they transform themselves into Human Capital.

It was the founder's belief that a woman teacher is closer to her students, This idea made her establish a College of Education. Hence college works diligently to nurture integrity, creativity in the students through provision of academic freedom.

College strives to retain the curiosity and willingness to experiment in new paradigms by adopting Faculty Meets, Research Meets and through showcasing various projects like Art and Drama, NaiTalim etc.

As a CTE College conducts Seminars, orientation programs, and concept oriented Teacher training programs for In-service government Primary, secondary teacher, Apart from this college being a Study centre conducts Classes for B.Ed (D.M) Primary in service teachers.

While the objective of Post Graduation is to gain insight into the nuances of Research at the undergraduate level developing teaching and communication skills are focussed upon.

Both Post Graduates and Undergraduates have core papers Undergraduates have papers in Pedagogy and Post graduates have ICT as a full fledged paper and Research methodology to develop scientific temper and research acumen.

Students of each and every course are taught content of each paper combining theory and practical aspects integrated to develop skill based learning, thereby facilitating Cross Subject knowledge.

The certificate courses offered by the college help students to improve their personal and Professional competencies.

EPC which is a part of UG course is designed to support cross methodology and cross core paper inter connectedness.

These help students to evolve into responsible professional & just ready to serve the Nation.

Pre service trainees develop lessons plans, covering a concept introduced in the language class and transfer it to subject class and then practice and applies in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues. Electives are offered for self-development and professionalism both at the PG & UG level.

- Writing articles for the college magazine.
- Formal letter writing.
- - Designing innovative lesson plans
- - E-content development
- Preparation of Multiple Choice Questions (MCQs)

Technology Enhanced Learning (NPTEL), Certificate Courses – their functionalities are instructed to students, to augment their professionalism.

Policies of Apex bodies of the State and National level are read, and reviewed to be assimilated into the course as additional information to update students on current trends in the teaching profession.

A National conferences was organized on ‘Quality Concerns in Teacher Education to understand NEP 2020’'s frame work by seeking quality and to consider challenges in the field of education..

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers

3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 52.53

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
78	115	99	21	37

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.38

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	7	4	5

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

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..

Response:

Response: **A formal assessment is a standardized method for testing how well a student has learned the material that has been taught.** Assessment of admitted students is the essential responsibility and an integral part of the college.

Though admissions are on the basis of merit,

1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners. The institution prepares well designed academic calendar and Almanac to run the institution in a systematic way to achieve the objectives of the course. Assessing the learning levels of the admitted students is an integral part and utmost care is taken. College carries out its own assessment i.e. kind of a diagnostic test to assess the students strengths and weaknesses in the areas of content standards, language fluency and hold on the discipline of specialization.

Slow learners are given more preference regarding their doubts, subject clarification. Mentors recognize if they have any language barriers, mentors will be available to help them out even in holidays, messages, email. Google meets are arranged for conducting remedial classes and special lectures by subject experts from outside are invited.

The principal of the college addresses the student body and a need analysis is conducted to find out the strengths, weaknesses, interests and their attitudes towards the profession.

The ten day induction program is taken care of by, the faculty of the respected programs. Orientation is

given on the Vision, Mission and core values of the Institute,

Need Analysis

In order to gain insight into the needs and interests of admitted students a well designed need Analysis format is prepared, to assess the students learning levels, their interests towards the profession. Their communication skills, professional and personal Guidance and counseling needs, in areas of education, Vocation, Social and moral ethics, strengths, weaknesses, hobbies etc.

Induction program

A time table is drawn to explain the nuances of the program in detail. Faculty members handle different aspects of the course like the semester wise papers, C L O's and PLO's, Time table , Institutional, timings, ethics and values, Continuous comprehensive assessment, Projects, School Observation, Internship , Projects, Micro and Macro teaching, Infrastructural facilities. Like library resources, lab facilities, Internal Assessment. Various Records, Timely submission of Records, Semester Examinations, Mentoring, etc

College arranges for a one to one guidance with the respective mentors, a test is conducted to assess their communication skills, computer knowledge and personality assessment. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented upon. Students are given special orientation on Gandhi Bhavan programs and Redressal Grievances, with a promise to redress the student grievances in areas of teaching, Physical facilities etc.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 6:1

2.2.4.1 Number of mentors in the Institution

Response: 18

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

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

Response:

Response:

Academic Autonomy conferred by UGC is considered as an honour by our college. It is a positive reflection on the academic excellence nurtured by the college. Academic autonomy helps to get rid of many problems.

The type of autonomy given to our institute, fulfilling university norms are Academic, Financial and Administrative Autonomy.

Under this we are empowered to design the curriculum, within permissible limits of the Affiliated University, all the while focusing equally on academic and job-oriented courses. Continuous evaluation of students helps to improve students' and teacher's mastery on subject.

Internal Quality Assurance Cell (IQAC) in a big way helps to improved Academic performance.

The performance appraisal of our faculty is based on methods of evaluation in the following areas.

- . Participation in Preparing Curriculum and college almanac, study material
- . Publication of articles in reputed Journals and undertaking minor research, academic development,(Qualification)

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 98.85

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	17	17	16

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 97.09

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4 ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Response: Yes, faculty provides continuous mentoring for developing professional attributes to both Undergraduate and Post Graduate students. Course In Charges, Senior students work co-operatively and Collaboratively, during Internship, Celebrations and observations.

Dealing with Student Diversity:

Parity: The two words 'Equity' & 'Equality' are of prime concern in education system;The term 'equality' refers to balance, symmetry and evenness or 'same in all respects' while 'equity' refers to the principle of fairness. Equity in education, is a measure of achievement, success, placement and opportunities in education. Educational equity is dependent on two main factors: justified opportunities, inclusion; having understood the significance of Equity, the measures taken by college to execute equity and equality are as follows.

Students of the college hail from diverse socio, economic ,cultural and educational, background and linguistic backwardness, which curtails the degree of self confidence and morale.

The Management, Administration and faculty of the college make every effort to establish and maintain equity.

The students who require psycho social, moral support and need based financial support, discount in fees to students who are unable to pay the total fee to complete their course successfully. Manorama Scholarship is a provision constituted by the Central office, one student from each of the courses is given this benefit. Merit and economic backwardness are the considerations.

Balancing Home and Work Stress:

The courses offered in Teacher Education, in the factual sense are either under or Post Graduation.70 % of students of the college, are either only married, or married with children. They have problems of the following nature

- Long distances to travel

·Pre -Primary and Primary School children

·Illness in the family

·Pregnancy

·Abject Poverty only to name a few.

·The familial pressures and Professional challenges (especially during Internship) some of them are under great stress. To deal with these multi farious problems college has introduced a certificate course in Yoga Education, apart from this formal help, faculty as mentors offer a lot of Guidance and counseling to the needy students to help them cope with the pressures, deal and solve their problems.

·Conduct of Self with Colleagues and Authorities

The Institute is a Voluntary Organization functioning on Gandhian, ethics, principles and values, the college functions on grounds of Commitment, transparency and accountability.

Post admission a formal orientation program is conducted to the freshers, the Prospective teachers and teacher educators are oriented on the Vision, Mission and core values of the organization. These initiations help students to conduct themselves with utmost dignity with their Peers, other course students, faculty and administration with a sense of commitment and co operation, to work collaboratively, to achieve the mission.

Students are educated on the code of conduct before they attend School Observation Program and Internship, in fact before every and any major event.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Teaching and Learning is the combined process, where an educator, assesses, learning needs, establishes specific learning objectives and develops teaching learning strategies. From times immemorial teaching has a come long way from the age old guru shishya parampara, to an antithetical shift. The shift is from subject centred, to teacher centred to learner centered. Modern teaching differs from traditional methods.

The main objective of today's teaching learning process is to understand and engage today's learners. They have to be with pumped with 21st century skills.

Cte Ams is known for its quality of teaching the teachers are qualified and they teach with an undercurrent of nurturing, strong bond similar to that of a parent and child.

The staff try to nurture creativity in the students by making them experience valuable creative curricular and co-curricular experiences.

ICT is offered as a full paper for M.Ed students and as a project to B.Ed students. Curriculum offers wide scope to develop creativity and innovation through drama and art education project Nai Talim Reflective reading polishes their reflective and creative thinking.

The value based lessons, developed by undergraduates help them to understand the dynamics of life and apply them in their future profession project on EPC and Gandhi Bhavan programs help them to develop skills of empathy moral and ethical values like speaking the truth and to conduct themselves with equanimity.

The B.Ed SPI (H.I) students have to develop creative thinking while practicing cross disability teaching. M.Ed Dissertation, a paper on ICT and expository writing helps M.Ed students to develop critical thinking. Early Child Hood education was introduced in 1984 to offer a joyful learning. The action rhymes, story narration and campus walks are arranged..Realizing the need for collaboration, college offers a three month certificate program in ECCE in collaboration with PMSEL,

To conclude college offeres four Valuable certificate courses on English language Proficiency, human Rights, Value and peace Education, Yoga and nutrition, help in realizing the vision of the founder to grow as

a centre of Excellence in Teacher Education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

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

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: B. Any 4 of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Response:

Internship programme is the culminating point where the relationship among the three major players: College, Practice Teaching Schools, supervisors/host teachers, and aspiring teachers interface to determine the quality of experience the aspiring teaching will take away.

M.Ed Pre-Service trainees attend Internship only in the first Semester to learn the art and craft of supervising the work of B.Ed trainees, therefore they are placed in the same schools as the teacher trainees.

The students of three programs attend Internship program right from the first Semester. In the case of PG Dip in ECE as the program is only of 9 months duration they attend teaching practice for almost four to five weeks.

In the first Semester, Pre- Service trainees do not teach, they observe Senior and experienced teachers of

the respective schools, they are placed in at work. Except for PG. Dip students (due to one year program) the other two under graduate students are in Internship for most of the working days in the third and fourth Semesters.

This goes to prove that college has to take the onus to operate in a planned, systematic approach to make a cautious move to arrange Internship program in reputed schools of the twin Cities. The four programs commence at various time frames, hence students of each of the courses attend Teaching Practice attend Internship based on their respective almanacs.

- **Planning and operation by the College**

College almanac, School calendar form the basis on which Internship is planned and executed.

- **Orientation to school principal/teachers**

Elaborate explanation is given to the Heads of the respective schools on the duration, dates, classes, rubrics, criteria for evaluation/observation of four semesters for a period of

The principals are requested to make necessary arrangements in terms of allotment of subject supervisors, lab facilities, Organize and conduct of PTA meetings, permission to complete, school study Project, Action Research, and accommodation facilities.

Subsequent to the approval by the Heads of Practice Teaching Schools Lists of teacher trainees along with their methods and medium of Instruction is submitted which in turn is circulated to the subject supervisors.

On the first day of Internship the elected representative of the student.

- **Instructions given by Head s of Schools to Trainees**

Trainees reports to the Head of the Institution, the pre-service trainees are allotted both classes and supervisors. They are given certain instructions by the Head of the respective Institute.

- **Orientation to students going for internship:**

Students are oriented on two areas in the Schools they are placed, to be fulfilled during Internship in the following areas

Instructions on Personal Behaviour.

Code of Conduct: Attendance, Punctuality, Absenteeism, late comings, permissions, behaviour with head of the institution, subject supervisors, other staff and students dress code and the like.

- **Orientation on Internship by College Principal and Methods Masters**
- Preparation of teacher trainees for Teaching Practice

1. Micro Teaching in two methods

2. Reflective Teaching as an introduction to macro Teaching.
3. Demo Class by methods masters in both methods
4. Macro Teaching lesson plan for 45 minutes

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 8.58

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 12

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

Yes, Institution has monitoring system.

Principal's Role

Principal envisages great interest on the students enrolled in the college. Soon after the commencement, post admission of students, of each of the four courses, Principal addresses the student body to enlighten them on the Vision, Mission and core values of the Founder and the need to create a progressive learning environment, using their creative instincts and Innovative methods to enrich the teaching learning process.

A corridor is created during Induction program, which becomes the bedrock for development and acquisition of teaching skills to create curiosity and clarity on the importance of the components of Teaching, learning and Evaluation.

Role of Course Incharge

Course Incharges have a massive, supportive role to play during teaching practice in the effective monitoring mechanism. They, together with the methods masters prepare schedules for Micro, Reflective and Macro teaching, all phases of teaching practice including selection of schools for School observation and Internship. Drafting letters, drawing lists, arranging Demo lessons, preparation of feedback forms are all monitored and supervised by the course In-Charge.

Teacher Educators- Role

The role of Teacher Educators is elephantine. The ball is in their court as they sweat to train the prospective teachers into game changers of the Teaching learning process. Teacher educators are the Pivot and Hub of Teacher education; they help the Pre Service trainees to wade through difficult waters, in the preparation of Micro, Reflective, Macro lesson plans in traditional, digital and Innovative, patterns.

Role of School Supervisors / Subject Supervisors

They monitor the teacher trainees allotted to them in the following areas

Attendance

Punctuality

Absenteeism

Behaviour

Class Room management

Allotment of Syllabus

Division of content in accordance with government direction.

Number of classes to be allotted for specific activities

Monitor Teacher trainees in the areas of mode & type of home work to be given, to encourage maximum participation of students, correction of home work and class work, conduct of Unit and slip tests, projects, guiding and monitoring the test items to be included in the test papers, they sit in the class to observe the teacher trainees deliver the content, teaching learning material prepared.

Other than the supervisory role played by them, they are literally the Guide, Philosopher and mentor of the teacher trainees allotted to them.

Role of the Self: Self Reflection and Introspection

Every student trainee is very conscious of their individual strengths and weakness, hence they undergo the journey of Self Introspection. Except for a negligent percent students have sought admission into the course to become Professional teachers, therefore they tend to assesses over their journey of their growth from semester I to IV, through a reflective analysis, with a mission of effective analysis, from the feedback obtained from their supervisors, M.Ed Prospective teacher educators and their Peers, some of them tend to seek advice from their parents. They make every effort to transform themselves in Academic performance, Emotional control, interpersonal relations as they wade through the Bedlam, to obtain the requisite credits

File Description	Document
Any additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 22.99

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 10.17

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

Response: 183

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Response:

As a CTE, college has a responsibility to disseminate knowledge and render service to enrich the cognitive insights of Teachers and Teacher educators.

Hence college has a long history of having conducted two National Seminars and several State level Seminars, Workshops, Orientation programs, concept based training programs to In Service Primary and Secondary teachers,(of course subject to release of MHRD Funds)

The college has a long history of being the Study centre for Sri Padmavathi Mahila university to conduct classes for in service primary teachers until the bifurcation of the state. However, college continues to be the study centre for Dr. B. R Ambedkar Open University for B.Ed D. M for in-service, in service primary teachers, it also used to conduct classes for M.Ed (D.M). After the pandemic it has to be restituted. This is the long history of continuous dissemination of knowledge to the society,

In House Discussions on current Developments and Issues in Education

Yes, the college has the practice of conducting Faculty Meets on current developments and issues in Education.

Faculty meets are conducted twice a month on different disciplines offered to students of the college, Power point presentations are made by staff on the current developments in the area of their specialization. Before the meet concludes time is allotted for discussion on the topics presented.

Sharing information with colleagues and with other institutions on policies

Regulations ; M.Ed has a paper on Secondary School system and policies, they are discussed for e.g the latest trends in School education like continuous comprehensive Evaluation , national curriculum Frame Works, Telangana State Curriculum. After the Introduction of NEP 2020 it was not only discussed but a two day National Conference was organized highlighting crucial aspects of NEP. Staff attended a two day workshop conducted by MGNRE on Methods of teaching and developed lesson plans ,creating vocation in the selected content. Staff members were given an opportunity to deliver Mooc lessons on subjects Philosophy, Sociology, Psychology and methods of teaching for **Pandit Madan Mohan Malaviya National Mission on Teachers and teaching** Scheme(MHRD Govt. of India)Teachers. 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

It is a regular in house practice to appoint staff on a rotational basis as In charges of Projects like Action Research, Nai Talim, EPC Enhancement of Professional Capacities, ICT, and other certificate courses to have a cross –sectional perspective of various projects in all four Semesters.

College also organizes Guest lecturers for the benefit of staff on new trends in Teacher Education, Yoga and Nutrition, Human Rights etc.

Faculty are encouraged to enhance their Qualifications, write and Publish journals, go as guest lecturers, author and co- author books, translate books etc.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response:

Introduction of Continuous Comprehensive Evaluation

Continuous and Comprehensive Evaluation is the procedure of assessment, directed by the Right to Education Act of India in 2009. It was introduced to assess every aspect of student's development on a continuum.

Continuous Internal evaluation (CIE) of student learning of task performance is in place in the college.

Need analysis test is conducted to assess the current state of a student's ability in a particular area or areas and the inputs to be given for the progressive improvement of the learner,

Planning of programs and interventions

If the diagnosis indicates there is a need for early intervention, the next stage involves assessment for the planning

Assignments

The main goal of Teacher Education is to encourage the student to work on their own Therefore Teacher Educators of each of the courses assign the assignments for development of Analytical, creative and critical thinking skills, directed at problem solving and Self reflection.

Class Room Seminars

The importance of seminars is the wealth of knowledge presented and gained during them. A seminar is a presentation, set on a particular topic or group of topics, put forth by a pre service trainee. Seminars can be advantageous because they provide an environment where participation is encouraged and group learning can take place, as both the Teacher and Peers give their own inputs to improve the mastery of the topic and subject as a whole.

Periodicals/ Internal written Tests

Written tests are reflections of the extent of subject knowledge internalized by the student and her ability to

reproduce the mastered subject. It is a way of testing the Teaching learning process and the skill of producing a standard answer to the given question. It is a practice session and helps students to improve their performance in the final Semester end examination to obtain good grades.

They adjudge the faculty's delivery of content and evaluate the academic performance of the pre service trainees to, bring requisite change in the quality of Teaching learning Process.

Micro Teaching and Peer Assessment; Micro teaching is a base for all the future teaching, especially during Teaching Practice, During Internship It helps trainees to improve their teaching in content with confidence and clarity.

Projects: Other than therefore mentioned ways projects make room to exhibit the skills of communication and exhibition of their latent talents.

Dissertation is the stronghold of M.Ed prospective Teacher educators. M.Ed Faculty offer maximum guidance, in the areas of selection of Topic, sample, selection and implementation of tool, Review of literature and finally statistical analysis to submission of dissertation.

College follows the following.

1. Method master's assessment in Micro and Reflective teaching.
2. School supervisors Assessment
3. Class Room presentation
4. Assessment of Assignments
5. Assessment of students in Projects like ICT, Drama and Art Education and NaiTalim for B.Ed
6. Dissertation; The prospective Teacher educators of the college are assessed at every stage of their Dissertation in areas of Expository Writing, Viva voce.

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

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**

5.Provision of answering bilingually**Response:** B. Any 3 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective**Response:**

The College is a premier institution providing quality teacher education to students through

Effective teaching learning and evaluation. It recognizes evaluation as a bench mark for an effective teaching learning process, to enhance innovative and higher order thinking amongst learners and inspire to accomplish the measurable goals. The process of evaluation shall be student oriented and supportive to provide hassle free for the students. In this regard the college has develop a structured mechanisms to deal with a exam related grievances in a transparent, time bound and efficient manner .The students can approach the principal, lecturers and controller of examination to redress their examination related grievances as per the requirement of and jurisdiction of the grievance.

Students, who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimized. An examination committee operates and written grievances received are discussed in the committee meeting and resolved on a case -by – case basis.

Students can apply for Re evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of Re evaluation will be announced as per the norms.

Students can apply for Re counting. In Re counting of marks, only scored marks will be counted again.

Based on the students request and convenient a re-scheduled time table is prepared for smooth functioning of exams. Students who have shortage of attendance based on genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate.

Grievances related to the examination schedule and time-table are addressed during emergency e.g.,Bandh, pandemic and re-scheduled with prior notice. Special care and arrangements provided to pregnant

candidates, Divyangjans and Sick candidates. For blind students scribe will be arranged by the examination branch and given 30 minutes of extra time to complete their exams.

If the students are not satisfied with the evaluation they can apply to examination branch to get the photo copies of answer script.

During the pandemic some offline assessments were transitioned to the online mode. Students were oriented regarding online teaching and evaluation.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

At the beginning of each academic year an academic calendar is prepared. Academic Calendar was well designed and taken care to provide holistic development of the students. During pandemic in the year 2021 the academic calendar and almanac was reset and changed so as to meet the challenges arising due to the lockdown. The academic calendar was prepared well in advance by discussing in their staff meeting taking consideration of all the views of management and staff. On the basis academic calendar timetable is prepared for each program. Before commencement of the academic year, students were intimated and circulated the academic calendar. In the induction programme the students were oriented about the academic calendar. The staff conducts the Projects, seminar presentation, assignments, observation days, celebration days, internship, micro teaching, national festivals, state festivals and examinations as per scheduled dates in the academic calendar. The academic calendar helps students getting the full visibility of events that would happen during the year. The advance release of academic calendar also makes sure the activities and events happen exactly as per the plan and these do not need additional communication.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Program learning outcomes comprise of broader statements that describe what students are expected to do on completion of the respective courses.

Induction program: College conducts an induction program on a regular basis for each of the four programs it offers, to engage the new students as soon as they join the institution; before regular classes start. During Induction, the incumbents learn about the institutional policies, processes, Attendance, Course and Program Outcomes. theory and practicum, internship, dissertation, culture, ethics and values, mentors, mentoring Process, Semester duration, Evaluation, Internal and semester end Examinations, declaration of results.

Micro, Reflective and Macro Teaching

The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.

It is a process of self-observation and Self evaluation. The under graduate teacher trainees of the College practice reflective teaching.

Macro teaching is a holistic approach to teaching that takes into account the big picture of a lesson or curriculum. This approach often involves creating a comprehensive lesson plan that includes a variety of teaching methods and strategies that are tailored to meet the diverse needs of students in a classroom.

The pre service trainees are sent for Practice teaching in three phases in Semester II, III and IV

School internship is one of the major parts of the under graduate courses. The four macro skills are reading, listening, writing, and speaking.

Cross-Curricular teaching is the essence of collaboration for students' learning. College practices cross curricular teaching especially in the context of teaching Mathematics, Physics, Bio Sciences and Social Sciences.

B.EdSpl(H.I).

Teacher trainees of B.Ed.Spl Education (H.I) of the college are trained to practice IEP during the fourth semester teaching Practice ,other than this they are trained to practice Cross Disability teaching and teach in inclusive Schools

Diploma in Early Child Hood Education

Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable

foundation for lifelong development and learning, and has lasting impact on early childhood development.

M.Ed :

- The PLO, Program Learning outcome of M.Ed is to gain insight into Research, School Administration.
- Self-Development and Professionalism - Dissertation (Research Proposal &, Tool Designing) Internship – I (Teacher Education Institutions and Field Work) Academic Writing Dissertation – II Administration of Tools and Collection of Data.

Course Learning Outcomes (CLOs) articulate to students, faculty, and other stakeholders what students will achieve in each course and how their learning will be measured.

Pre Service trainees of all courses are given extensive training in Micro, Reflective and Macro teaching to establish the expected link between theory and practice

Guest and extension lectures are arranged from time to time to orient the prospective teachers and Teacher Educators on the latest developments in Elementary, Secondary and Special Education

Students of the college are offered EPC project to develop various life skills needed for successful survival in society.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 96.95

2.7.2.1 Total number of students who passed the university examination during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	148	126	102	97

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

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

Response:

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 knowledge 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.

The vision of the founder was to see the college grow into an Institute of Excellence.

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.The main focus of the educator is to monitor the Progressive, development of the learner in acquiring the requisite skills to excel in his/her

profession. Taking Responsibility for improving their teaching and other

Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings,

and all higher order thinking activities practiced.SQ3R (Survey, Question, Read, Reflect, Rewrite) procedure in Reading and Reflecting paper is proved to enhance the capacity of reading between lines and secure the ability to explain explicitly.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 97.09

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 100

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The students of the college hail from varied socio, economic, academic, cultural backgrounds. They are an admixture of Urban, Semi Urban and Rural backgrounds. 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.

The principal addresses the new batch of students separately and explains the vision, mission, core values, and the Gandhian culture of the college.

The course In charge of every course conducts this small self Introduction program along with other staff members of the respective course. In this program students details of their backgrounds, interests, needs, competencies and other qualifications and their hobbies are recorded. This self introduction helps the college and the staff to develop a constructive plan of action to standardize the quality of the curricular and co- curricular activities to be administered.

The self-introduction program and the celebration of fresher’s day is the measured and thoughtful effort of the college, to identify a list of skills the enrolled candidates have achieved. This helps the college to make the Pre Service trainees, stay in the college a pleasant and memorable.

Induction program is literally an eye opener to the new entrants, apart from the program details, staff of the college educate the Pre Service trainees, on the various developmental stages of the pre service trainees in fact a descriptive insight of their progressive journey in the Institute from the day of the commencement of their course.

Role of college and staff in. catering to the learning needs of the new entrants, to perform their best, is a phenomenal task.

Teachers, in areas of content delivery, class room management techniques teaching learning material used and different styles of teaching. This removes unnecessary fears , Presumptions and confusions they entertain to a large extent. This opportunity decisively helps them to Gain confidence , they are able to develop an interest and try to change their attitudes towards learning and performance. In this phase students are not expected to teach, By the end of the first semester they understand the core competencies to be developed by them to succeed in their profession.

M.Ed program is the final qualification in Teacher Education, they are fully equipped to become able administrators in the real sense of the word and are competent to pursue their research interests.

They are able to analyze the system its functioning and the loop holes of the system, to be rectified. in terms of its .policies The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided, successful performance of these tasks make them confident and well-equipped to gather and analyze assessment data, to make trust worthy decisions to help the future generations .

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: E. None of the above

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.52

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	2	2	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.46

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

Response: 5.2

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	6	7	2

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
103	158	131	102	100

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 86.2

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
92	125	170	25	100

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Response: The Founder of the college Padma Vibhushan Dr. Durgabai Deshmukh, popularly known as mother of Social work/ service in India, was essentially a Gandhian in belief and practice. Hence College tries to maximize the co-curricular learning experiences that are socially relevant to sensitize the students on social issues prevailing in the society.

Community Development: Teachers are the architects of the nation hence student teachers have to be sensitized towards community issues to develop organic relations with community keeping this in view, O.U. has introduced project Nai Talim as an experimental learning with community engagement. The College functions on the motto of commitment, compassion and Quality. These are the basic requirements for community development.

Certificate Course on Human Rights: A three month Certificate course is offered to all students of the college to create an awareness on the socio economic civil and political rights of the citizens of the country. This helps the trainees to exhibit compassion on the school students taught by them during Internship. Certificate course on value and peace education enables them to create a pleasant and peaceful environment in their school community. The students of the practice teaching schools are offered place and solution to their problems by executing the inputs given to them through the certificate course by the college.

Observation of communal Harmony week: Every year college observes the communal Harmony week from 19th to 26th of November. The College believes in building capacities of its students and equips them with moral and ethical skills to serve the community through the following programs

- Guest lectures
- Poster Making
- Slogan Writing
- Rally

To commemorate Communal Harmony week students of the college along with staff and management take a Rally from the College to Osmania University.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/

recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 5.6

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	7	9	10

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

The Institution has adequate facilities, that befit, a College offering four teacher education programs. Established by Dr.DurgabaiDeshmukh in1971, College has three buildings B.Ed building, CTE Building and the College Hostel Buildings were constructed as per norms prescribed by NCTE and Osmania University.

Location of the College: The college is positioned in Durgabai Vidyapeetham, at the entrance of OU, offering an eco-friendly environment. College has a built up area of 0. 47938444 acres or 194065 Sq.Metres, with a small garden.

B.Ed Building :

Ground Floor

Janapathy Varalakshmi Conference Hall: Conference Hall is fully air conditioned with the state of art facilities, to accommodate 150 people.

Management Room: Management room is fully air conditioned, with an attached wash room.

Principal's office: The Principal's office is fully Air conditioned with an attached rest room.

The Examination branch:

The Examination Branch is in the ground floor of the B.Ed Building.

College Office: College office is, also in the Ground floor.

B.Ed Staff Room: The B.Ed staff room is in the ground floor of the building, with separate cubicles for staff it has an attached washroom.

First floor of B.Ed building:

Library: Library is in the first floor, it has a rich collection of 9695 books, 20 bounded volumes of Journals. College subscribes to four Journals and 2 newspapers.

Physical Science Laboratory: College has a fully equipped Physical Science laboratory, to conduct Secondary School Science experiments.

The B.Ed.SPI.Edn.(H.I) Class Room. The first floor accommodates the B.Ed.Spl.Edn. (H.I) class room.

CTE BUILDING: CTE building of the College is the Cognitive Hub. It has three floors, with an elevator and ramp facility. It has three wash rooms per floor.

Ground Floor

Seminar Hall: The college seminar Hall is fully air conditioned, with facility to accommodate 120 people. It has a conference table and LCD.

Language Laboratory: College language Laboratory has language lab software, designed to acquire language skills in an interactive way.

M.ED Staff Room: The ground floor also has a small M.Ed staff room and a B.Ed.Spl (H.I) Staff room.

First Floor: Houses airy and well ventilated Class rooms. It has an ECE staff room, Resource room and fully equipped social studies Laboratory.

Second Floor of CTE Building:

Computer laboratory: The Computer laboratory is in the second floor. The computer laboratory is fully Air conditioned. It has 17computers with browsing facility and LAN connection.

Psychology laboratory: The Laboratory contains many Psychological test items.

Audiology laboratory: It has the required equipment, Pure Tone Audio Meter etc.

College Hostel: College Hostel has three floors. It was constructed in 1997. It has fifteen rooms and two spacious halls to accommodate 75 students. .

IT infrastructure: The College has separate systems for Management, Principal, Office staff and Library . Other than these college has lap Tops, Scanners, printers, video cameras, and 2 solar Panels with 3 KW capacity. It has CC cameras, Bio Metric systems and Router facility.

File Description	Document
List of physical facilities available for teaching learning	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 58.33

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

Response: 7

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 12

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 64.51

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7240096	2747224	5328274	1192541	3004161

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

The college library building is centrally located in the first floor of B.Ed building. Library has a huge collection of 9,695 books. It has an assortment of Dictionaries, Encyclopedias, Biographies, Autobiographies, M.Ed Dissertations, Research documents. College subscribes to 4 International Journals, two Newspapers. It has 20 Bound Journals. Reference books are arranged in a separate almirah in the back room, of the library. It is the epicentre of all learning

The cognitive Hub provides latest information in teacher education, to students and teachers. It is the reference centre to develop latest developments in Philosophy, Psychology, Sociology, ICT and methods of Teaching Sciences, and social sciences. It is a power house giving Insights on inclusive education, Needs of Special Students, and Early child hood education

Library is the reference and learning Hub of cognition, central to all academic and research work. College library provides information services to support the teaching and learning process, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Students are central and the heart of Teaching Learning process.

Library House keeping:

The learning Hub library is engaged in designing and delivering need based information services.

Automation of Library: College has gradually progressed from manual operation to a fully automated Library management system till 2021, college Library operated through INFLIBNET software to, improve capability in information for transfer and access, to provide support to Scholarship, learning and research in the pursuit to achieve academic excellence. The software INFLIBNET facilities helps scientific communication. College took up this software to serve integrated Library management. The software is helpful and is of good use for Library Housekeeping Operations

Koha Soft Ware: The world's first free and open source library system Koha was introduced in the year 2020 -2021. Koha is the first free software library automation package. It is a fully featured, scalable library management system, in use world wide. Koha's feature set continues to evolve and expand to meet the needs of its user base.

Digitalization of College library: College library is fully digitalized on 21st March, 2023. Digitization improves access to library resources. By digitizing library, information will be accessible to all instead of a group of researchers. Digital projects allow users to search for collections rapidly and comprehensively from anywhere at any time. Digitization makes the invisible to be visible.

Book Purchase:

Subject to revisions in the curriculum, books are recommended by the departmental staff, of the four courses of the college. The College Library committee then reviews it and it is recommended to the Budget Committee and thereupon to Finance Committee and Purchase Committee.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:**Digitalization of College Library**

The college library has been digitalized to keep abreast with the technological insurgence. The automated library functions with Koha software and has provision for online Access

An annual budget allocation is demarcated for purchase of books, journals, for updation of software – A number of e-books were downloaded and catalogued as per the requirements of curriculum. Policy documents, encyclopedias, Dictionaries, Journals, Fiction) Buch Volumes, PG dissertations etc. Provision of Wi-Fi enabled campus gives freedom and flexibility for faculty and students to share any information from remote sources.

Gadgets:

Gadgets with latest technology, like LCDs are available in the campus. Computer cum language lab and College Office has a server with LAN and internet connection. During the pandemic, online classes were conducted Whats App, is extensively used for individualized and effective -learning purposes.

Institution does not have remote access to library resources

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 9149.6

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five

years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
38736	0	0	0	7012

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 2.2

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 37

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 35

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 37

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 77

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 80

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Institution is equipped with high speed internet and offers a Free Wi- Fi enabled campus, to facilitate Teaching Learning process. It has an IT policy covering Wi-Fi, cyber security, Biometric system and close circuit cameras. The office is furnished with high configured systems, connected with internet and Wi-Fi. Computer systems are upgraded as per the requirements of the college.

Computer Laboratory

The college has a fully air conditioned Computer Laboratory with optimized IT facilities with LAN connection. College has LCDS, Printers, Scanners, Laptops, Video Cameras, DVD players and four OHP projectors.

Language Laboratory: College language laboratory has LAN facility, eight computers with all peripheral connections, headphones, internet supported with ELT software.

Janapathy Varlakshmi Conference Hall: It is well equipped with a state of Art facilities, it is fully air Conditioned and has the infrastructure required to conduct National and State Seminars.

CTE Seminar Hall: It is fully Air-conditioned, equipped with conference table and LCD. It is the forum for all cognitive deliberations.

Soft Ware and Bio Metric Systems: are managed by identix and Axis IT solutions,

Band Width: College has a band width of 150 MB. College has fifty two desk top Computers, and a server to cater to the academic and administrative work through Local Area Net works (LAN) equipped with internet facility. It is controlled by a hardware firewall, deployed to enforce a network boundary. All network links crossing this boundary pass through this.

Accessibility: The staff and students of the college have access to Internet. The teaching and Non-teaching staff have their own systems with browsing facility. LAN and Broad Band internet connections are connected to office, Principal's room, staff rooms, Library, Conference Hall. Seminar Hall, Computer laboratory.

Staff and students are encouraged to use multi media to strengthen their cognitive knowledge through web browsing, down loading, up loading and they can also blog for curricular and co-curricular activities.

Staff make Power Point presentations during Faculty meets, Research meets, Seminars, Conferences, Orientation Programs and Work shops, LCd is used mostly by M.Ed staff and students. Students use ET equipment to prepare Teaching Learning material during Internship.

College IT Service Management: Maintenance of computer hardware, trouble shooting software, LAN Connectivity, Wi-fi connectivity is carried out by Service providers: Identix

College WEBSITE: Is maintained and upgraded by Axis IT Solutions with annual maintenance, in coordination with IT administrator. Facilities are under the supervision of the principal and the concerned lecturers, committees are formed under each head.

Maintenance of Class rooms and Buildings: Physical Infrastructure of the college is very well maintained to ensure a pleasant and comfortable learning environment. Apart from the regular day to day cleaning, deep cleaning is undertaken once in a month. College maintains a team of skilled professionals like plumbers, electrician, carpenter for the Upkeep and maintenance of the three Buildings, including cleaning of water tanks, garbage, disposal. Durgabai Vidyapeetham that houses the sister institutes takes care of the campus maintenance on a regular basis, through a campus Committee.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 2:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3 Internet bandwidth available in the institution**Response: 128****4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 128

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response: 3.42****4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
224837	28890	306375	249922	224599

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

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

Response:

Every organization has a solid system and procedures to utilize Physical, academic and support facilities to ensure a pleasant and comfortable atmosphere. The principal as the administrative head of the institution, guides, monitors and supervises, the smooth functioning of the college along with the In-charges of various committees, with the help of committees assigned under each head.

Maintenance of Class rooms and Buildings: Physical Infrastructure of the college is very well maintained to ensure a pleasant and comfortable learning environment. Apart from the regular day to day cleaning, deep cleaning is undertaken once in a month. College maintains a team of skilled professionals like plumbers, electrician, carpenter for the Upkeep and maintenance of the three Buildings, including cleaning of water tanks, garbage, disposal. Durgabai Vidyapeetham that houses the sister institutes takes care of the campus maintenance on a regular basis, through a campus Committee.

Garden: The college is lodged and accommodated amidst greenery of the VidyaPeetham, nevertheless it has acute tiny garden right in the front of the immediate premises with a mounted Saraswati Statue with an arch as its canopy, the garden has an optimum collection of trees, plants and flowers adding to the aesthetics of the environment.

College laboratories:

The fully equipped laboratories of the college are maintained and concerned staff take charge of their upkeep and maintenance, including the college website. Through Annual maintenance contract. Request for approval and sanction of funds is placed before the Budget committee for its approval.

Janapathy Varalakshni Conference Hall:

Can be treated as the virtual studio of the college, equipped with the state of Art facilities, to record, conference, mixing audio facilities.

College Library: The ancient college library is on a continuous refurbish, it is now digitalized. Care is

taken to prevent Silver fish and book worms. Library rules and procedures are adhered to strictly. The staff and students are eligible to procure Library membership. A library membership card is issued and the members have to carry them as and when they visit the library. The student can retain their books for at least a period of 20 days. On the other hand staff is permitted to retain the borrowed books over the semester period. Valid ID card is mandatory to utilize library services. The card holder is responsible for all the transactions.

Notifications: Notifications are issued from time to time about conferences, new books, journals etc.

Book purchase procedure:

There are two practices with regard to call for books and other publications as and when new stock comes, the Library committee is informed or it is the other way round, staff recommend purchase of books on need basis.

File Description	Document
Any additional information	View Document

Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

<p>5.2.1 Percentage of placement of students as teachers/teacher educators</p> <p>Response: 13.2</p>														
<p>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>27</td> <td>11</td> <td>9</td> <td>14</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	17	27	11	9	14
2021-22	2020-21	2019-20	2018-19	2017-18										
17	27	11	9	14										
<table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Upload any additional information</td> <td>View Document</td> </tr> <tr> <td>Data as per Data Template</td> <td>View Document</td> </tr> <tr> <td>Annual reports of Placement Cell for five years</td> <td>View Document</td> </tr> </tbody> </table>					File Description	Document	Upload any additional information	View Document	Data as per Data Template	View Document	Annual reports of Placement Cell for five years	View Document		
File Description	Document													
Upload any additional information	View Document													
Data as per Data Template	View Document													
Annual reports of Placement Cell for five years	View Document													
<p>5.2.2 Percentage of student progression to higher education during the last completed academic year</p> <p>Response: 34.95</p>														
<p>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</p> <p>Response: 36</p>														
<p>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</p>														
<p>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</p>														

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 16.92

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
38	23	20	8	11

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

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 foremost responsibility of the council members is to provide students an opportunity to shoulder responsibilities, and execute them with precision and accountability, Secondly to motivate the morale of their fellow students/peers, develop a sense of responsibility, train them to work collaboratively, and co-operatively.

Every course has its own student council. The course In-charge and faculty of each program conduct the elections in a democratic manner. The student council comprises of the following members

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)

The course in-charge clearly explains the roles and responsibilities of their position to the newly elected student council members, from all subject methodologies. The office bearers of each course along with their respective course students function as a unit to work for the cause of student Welfare.

Council represents student issues pertaining to internship at schools, Modification of dates in Almanac, 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.

Student council plays an active role in organizing International, National and State Level Seminars, workshops.

The student council is monitored by senior faculty members who are responsible for the smooth conduct of the council meetings and events. The student council plays a dominant role in mediating the activities.

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.

The student leaders motivate students to participate in the programmes. They help in coordinating all the events related to academics and other extra-curricular activities, as guided by the course in-charges.

Student council members observe/ celebrate important days like Independence Day, Republic Day, Birth/Death Anniversaries of Mahatma Gandhi, Padmavibhushan Dr.Durgabai Deshmukh, and other

important leaders, International Women's Day, Sport's Day, student council's contribution in organizing value based programs like Gandhi Shatabdi Bhavan programmes, Swatch Bharat program, Take out Rally on the last day of communal harmony week.

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

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 9.2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	10	8	7

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

An Alumni association is an association of former students. One of the main purposes of alumni association is to support a network of former students who will, in turn help to raise the profile of the college. The major objectives of the alumna association are to promote a sustained sense of belonging to

the Alma Mater among the Alumni, by being in regular contact with the members and to provide a forum for the Alumni to exchange ideas on academic, cultural and social issues by organizing reunion activities of the Alumni.

The Alumni Association advocates for the college and its alumni with a credible, independent and collaborative voice.

College of Teacher education has a mighty Alumina force..Many of the Alumina are occupying key positions in public and private sectors in India and abroad. They have and are bringing, lot of accolades and laurels to the institute.

Many of them are well placed in highly reputed Universities, Colleges, Government Departments, Universities and Schools.

It is a proud moment to the college to endorse the achievements of the Alumna as, employees working in National Institutes like Ali Yavar Jung National Institute for Speech and Hearing Disabilities. Government of Andhra Pradesh, Telangana Treasury, SCERT and in Schools of Repute in private Sector.

The students of College of Teacher Education Andhra Mahila Sabha, payRs. 500/- as subscription fee towards College Alumina Association at the time of admission, an eligibility to register themselves as members of alumni association.

A registration form is available in college website, inviting the alumni to register themselves in alumni association. This Registration form is meant for creating the database of Alumna Association of CTE AMS.

Whenever, college conducts alumni association meetings the students attend and take part in different activities organized by the college. The alumnae of the college who are placed in well-defined positions are invited to the college as guest speakers on different occasions. The college creates What's app groups of alumna members and maintains regular contacts with the members. Whenever college conducts National and State level seminars/conferences, the college invites the members of alumna association to present papers on the recent trends in education. The members of the alumna are nominated as members in the statutory bodies of the college like Internal Quality Assurance Cell (IQAC) and Board of Studies (BOS) of the College. The office bearers of the association are President, Vice- President, Secretary, Treasurer and Cultural Secretary. The alumna network of the college plays major role and helps to place their juniors in their respective institutions. The in charges of the courses coordinate with the office bearers of the alumni association and finalize the time, date and other programmes for alumni association meetings.

The members of the Alumni are nominated as members in Statutory Bodies of the college like Board of studies (BOS) of the college and Internal Quality Assurance cell.(IQAC)

The alumna are invited to deliver Series of lectures, present papers at National and State level seminars, invited as Guest lecturers. The members of alumni association always come forward to contribute generously for different causes, programs introduced by the college from time to time. The Alumni Network of the college plays a major role and helps to guide current studies on the lines of preparation for competitive examinations.

The course in charges of the college coordinate with alumina Association members on the date and time

of conduct f meetings.

The college intends to develop an everlasting relation with alumni, in terms of tangible and intangible benefits. The Alumina of an Institution, reflect the past glory and stand testimony of the quality of the Institution.

Nobody is bothered about an institution more than its alumni.N.R .Narayana Murthy

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

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.

Alumni is the pride of an institution ,Dr.Daina Joseph an old student of M.Ed. Programme of CTE AMS presently working as Associate professor in St.Anns college of education delivered the first alumni lecture on 6th August,2022. In her talk she highlighted importance of communication skills listening, speaking, reading and writing.

An online lecture on learning disabilities was organized. The arresting lecture was delivered by Smt.Balasaraswathy (Alumini-1989) learning disability coach on 24th august 2022.

The Alumni Association of the College acts as an effective support system to the institution in motivating the juniors. Many of the alumni are placed in state government and University.

Dr.Geetha, Dr.Diana Jacob and Dr.Nirmala are only who lend good help a few to mention as and when the need arises.

Dr.Geetha another alumni of the College an artist had won the hearts of the audience with her performance in the 2006 alumni. She was 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.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

The governance of the Institution is reflective of an effective leadership, operating on the basis of participatory management, in tune with the vision and mission of the college.

Durga bai, Our founder, established college of education with the belief that a woman teacher is closer to her wards, "It was a dream of mine from a very early stage that the whole system of education should be a continuous process providing for a complete chain of opportunity under which a girl joining at the nursery stage of education in the Mahila Sabha should at least end with B.Ed course if not M.Ed, when they become completely empowered to lead a life of "Self-reliance".

Vision: To grow as a center of excellence in Teacher Education, create a model learning environment and to serve as resource center for schools and colleges of education. Blessed with a band of devoted workers, right from the first year of its inception college worked with a mandate of preparing teachers with quality and commitment. There were University toppers even from the very first Batch of B.Ed. CTE grew in leaps and bounds. In 1997 it was conferred with status of CTE, a rare privilege, accorded on a private aided college. As a cte it has multifold responsibilities---- conduct of seminars, In service training programs, workshops etc.

Mission

- Empowering women towards economic, social, cultural, educational self reliable.
- Creation of right values (professional, moral and spiritual) attitudes and interests in prospective teachers.
- Equipping prospective teachers with technological, interpersonal and social development skills.

2007 was an eventful year. College was accredited by NAAC and became autonomous. Autonomy multiplied its responsibilities, from setting up an Examination Branch to conducting its own examinations.

On becoming autonomous, college started offering certificate courses in English language Proficiency, Human Rights, Value and Peace education, Yoga and Nutrition, as fulfilment of the founder's vision of preparing Innovative Teachers and Teacher Educators.

- **Respect for social and cultural values :** Gandhi Bhavan programs and celebration and Observation of National and International days of importance, Guest lectures, Seminars, workshops help to create a progressive learning environment
- **Realization of the Aim:** College practically implements four Pillars of Education Articulated in the Delors report, learning to know, learning to do, learning to live together, and learning to be, the philosophical underpinning's for life skills education..
- **Learning to know:** The elements in the maxims of teaching are realized through the maxims like

Induction to Deduction, through the project on action Research, While the maxim Empirical to Rational is adapted by M.Ed students in their Dissertation

- **Learning to Do:** This is executed in the EPC project ---Self Development, Communicative English, Life Skills and Yoga.
- **Learning to live together :**Students of four courses come together to realize the four pillars mentioned in Delor’s report in multitude of events hosted and conducted by the college.
- **Learning to be:** Is the art of Living inculcated through Gandhi Bhavan Programs, Communal harmony week and the like, derive at student’s emotional stability and transform them into Holistic persons.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

Decentralization helps to improved functioning of the Institute. It helps to overhaul the system by encouraging Self-made decisions and greater Accountability

Open door Policy is practiced, to maintain a healthy relationship among the staff, administration and management. Open Door policy encourages open communication to solve grievances and discuss the multiple Issues of the college. Management is the crux of an Organization. Development and progress of the organization is not possible without their Participation.

Administrative/College Development committee is central to all development and decentralization is followed to involve every stake holder and employee, to create a sense of responsibility, commitment and transparency .

Meetings are conducted from time to time, by the statutory bodies, like Administrative committee, Governing Body ,IQAC and student council to supervise and improve the Institutional quality.

Each of the committees has a different purpose, for example the purpose of the Finance committee will differ from that of the Administrative committee. our college,practices Decentralization to a fairly large extent.

Governing Body: Is a very important body. It scrutinizes and approves the minutes of other statutory bodies like the minutes of the Academic council, Finance Committee. The budget allocated and expenditure are presented for approval.

The administrative committee and the governing body take major decisions, which is implemented under the leadership of the head of the institution who is a liaison between management and the Institution. The UGC nominee updates and guides the institution regarding emerging academic updates, budget allocation and outcomes of various academic programmes for autonomous colleges.

Decentralization

IQAC initiatives:

- IQAC initiates the qualitative processes on different areas of teacher Education like Personality development, ICT etc.
- The IQAC meetings are held to set parameters to attain bench marks.
- The process of realization is supported by the governance. The IQAC co-ordinator of the college, with the support of the staff compiles the AQAR.

Board of Studies: Members of BOS play a very affecting role in all academic areas, like approval of syllabus, evaluation pattern, design of question paper, conduct of both Internal and external examination. They take keen interest and make arresting suggestion on Research Dissertation topics, sampling techniques etc.

Academic Council:

The Academic council has a major role to play in the enrichment of the Curriculum. The panel members study the details and suggest qualitative changes to improve the cognitive standards of the institutional curriculum

Library Committee: College library committee looks after the functioning of the library. The principal discusses the requirement with Course in charges on purchases and subscriptions. Lists are prepared, Quotations are taken with the help of the librarian, it is placed before the management, management places it before the Budget committee subject to availability of Funds, finance committee decides and it is forwarded to Purchase committee, purchases are made.

Librarian: Purchased books are received by the librarian along with the bills after verification, entries of each book are registered in the accession register, with all relevant details.

Principal: Transfer of power – Decentralization is practiced within the set up. The principal and her team operate in close network thus forming a close chain structure of operations.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

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

Response:

The college has a well-defined organizational structure in the administration staff Yes the institution maintains utmost transparency in its financial, Academic administrative and other functions. College adheres to all the procedure in accordance with NCTE,UGC,DSC,RCI ,NAAC and OU the affiliating university in the day –to- day functions, of the college.

Financial: Budget and the expenditure proposals are approved by both Governing Body and Administrative Body. Regular Internal and external auditing is practiced on a regular basis .Data base is created of all the allocations under various heads. The auditing report is generated and Balance sheet is uploaded on line. College sends the annual audit report to UGC. Performance appraisal Report (PAR) contains the detailed details of the budget and expenditure.

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.

College offers four Teacher education programs. Hence Induction programs are conducted for students of each course separately. The objective of the program is to familiarize the students with college rules and regulations, mainly academic rules.

College works and discharges its duties through an elaborate system of several committees and bodies. Assessment and Evaluation procedures are in place and as an autonomous institute college shoulders the responsibilities of the entire process of examination, right from notification to declaration of results. Transparency is maintained in student Internal assessment and they are shared with students as and when required.

Remedial sessions and revaluation facility is provided on demand. The guide lines regarding rules and regulations are explained and are accessible to students. Students are furnished details of performance indicators through syllabus and explained in detail during orientation program.

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.The elected office bearers call on the Principal

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. The students of every course are given membership cards. Every course has a library hour on all working days of the college.

Practical Assessment: Final Practicum, ICT Project, EPC Project, Drama and Art Project, Nai Talim, 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. Each committee has a chair person and members. It is through these committees college seeks decentralization of power.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Though Strategic Development Plan is drawn in the light of the College's vision and mission, it is open to change and is designed with pertinent flexibility to incorporate requisite changes, to satisfy Global demands.

College is blessed to have qualified and committed teachers. Founder's vision was to provide a progressive environment, with Innovative and creative teachers, capable of meeting the 21st, Millennium challenges.

World today demands for an educational curriculum, with multi-dimensional approach, that can create very creative and innovative learning experiences, skill-based curriculum, to spindle away from mere content acquisition and rote memorization, with focus on the development of skills and competency, to be able to compete with International standards.

Collaborative Problem Solving: The class room today demands for a collaborative and co-operative

approach ,in the teaching learning process. Hence suitable provisions are created to work in groups , to inculcate the development of we feeling. This is achieved largely through projects on Drama and Art and Project NaiTalim.

Creativity: Projects EPC, Drama and ART, focus on development of creative skills .

Hands-On Learning: ICT Project, Project NaiTalim, making ear moulds by B.EdSpl (H.I) and measuring degree of hearing enables the trainees and empowers the prospective teachers to stand competition.

Cultural Competency: College Gandhi Bhavan Programs and Celebrations of college events like festivals help students to respect and acquire Cultural Competency

Effective Written and Oral Communication; Expository writing, Project EPC and certificate course in English language Proficiency help to gain mastery in this particular area.

Ethical Decision Making: Certificate courses on Human Rights and Yoga help student trainees to , develop the technique of taking right decisions.

Information and Media Literacy: Today the social Media is the most accessible tool , teachers and students use Videos and Audio speeches in the Teaching learning situation.

Leadership: College student Council office bearers are offered this facility while other trainees develop and apply the quality during Internship through application of class room management techniques.

Critical Thinking: The prospective teacher educators , and teacher trainees develop critical thinking through Action Research Project, Teaching Inclusive classrooms and cross disciplinary, teaching by B.Ed.SPI (H.I) and through Dissertation work by M.Ed, prospective Teacher Educators.

Personal Responsibility and Initiative: certificate course in yoga, life skills and ICT help students to develop equanimity under pressure and to excel in their future life.

Perspective Plan: Each year the plan is reviewed and the action taken report is drafted. The vision and mission of the college is kept in mind while reviewing the Strategic plan. The college has strategic and perspective plans in cases of and as per need of the situations.

Management, Principal, staff and students take part in implementation of strategic plan. As representative of the management, Principal motivates staff and instils confidence, in the constituent groups through giving a clear direction.

Role of Principal: Principal involves on a one to one basis,

In the following areas of operation.

- Augmentation of Academic infrastructure and Equipment
- Planning and Execution of college routine
- Communication of strategic developments.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Human resources are the backbone of a nation, organization or institute. The college recruits the faculty as and when need arise. The Selection Committee Meeting was held on 15th March 2021 for the recruitment of Assistant Professors for B.Ed, M.Ed, B.Ed.Spl.Edn (HI) courses. The university nominees in the selection committee are Prof. A. Rama Krishna and Prof. T. Mrunalini, Dept. of Education, Osmania University. Governing body convenes meeting for recruitments as per norms. All appointments are done by following the rules of Government, Osmania University and NCTE policies.

Teaching has become learner centred, 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. Our college has adopted many learner centred methods of teaching the content like 1. 5E model 2. Project Method 3. Problem Solving Method 4. Computer aided instruction The faculty give qualitative inputs to develop Micro, Reflective and Macro teaching skills to the prospective teachers. In the case of M.Ed. students valuable inputs are given by the staff to submit qualitative dissertations. Guest lectures are arranged in research and expository writing. B.Ed. Spl. (H.I) students are sent on school visits to observe and learn the techniques of Special education. Guest lectures and practical sessions are arranged in the field of Audiology and Speech Therapy. An activity assistant is appointed to train the PG. Dip ECE students in early child hood areas.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Curriculum and its development, involvement of various committees, execution of their resolutions and decisions:

The process of development of curriculum in evaluating the existing program is to designing an improved program, a revised program and back to evaluating the revised program. The development of an effective curriculum guide is a multi-step ongoing and cyclical process.

Operational Process: The operational process includes the interaction and relationships of the four essential phases of the curriculum development process, planning, content and methods, implementation evaluation and reporting.

Procedure: Curriculum development operations are carried out in stages and levels. Regular meetings are conducted, minutes are minuted, in detail in the minutes register, after they are duly signed, by the authorities, they are E-mailed to the members/attendees and to persons who could not attend the meeting, the resolutions and decisions are taken to arrive at a conjectural knowledge, they are developed into a Plan of action to synchronise with the Institutional strategic plan.

Curricular Revision: Every year the syllabus is revisited to line up with contemporary developments and subsequently announced in the public domain. The contributions of the concerned teacher educators are solicited and collated.

Curriculum Mapping: The Course mapping with program outcomes and Program specific out comes is done to identify curricular gaps and deficiencies in attainment of POS and PSOS.

Role of Board of Studies: It is the basic constituent statutory Body of the academic system of an Institute. Sometimes the BOS seeks feedback from available stake holders like staff, students and academic peers, then puts it for discussion. Requisite changes are made, agenda items are developed. The minutes of the BOS are documented, it becomes the framework for revision by the highest authority Academic Council.

Academic Council: The Academic Council is solely responsible for all academic matters, like approval of courses, syllabi, validation of curriculum. The Academic Council has the college management, administrative head and experts from outside, including representatives of the university and the government, on its board. Together, they embark on the mission of ratifying the curriculum and there upon the curriculum is pronounced to be revised and is ready for execution.

The approved curriculum is then circulated to the principal, staff, examination cell, IQAC and the library as hard copies. A soft copy is uploaded on the College website and circulated to the staff through an E- mail. The students, of the respective semesters are informed.

Teaching Learning Process: The improvisations made by the staff in driving the content, student experiences add meaning and value to the existing curriculum, bring meaningful alignment with current demands and requirements. The subtle and creative changes are invariably, introduced into the curriculum, subject to its qualitative impact on the learners.

College is gearing up to update its curriculum in line with the recommendations of NEP 2020..

While the undergraduate courses have ICT as a project M.Ed has a full-fledged paper on Information and Communication Technology. Digital literacy is incorporated in the B.Ed. lesson Plans, as a future step to realize credit bank system.

College is making substantial efforts to expand the scope of M.Ed dissertation, to include emerging drifts in teacher Education.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The logic behind provision of welfare measures is to create a healthy organizational environment, to make employees work life better and to raise their standard of living. It is a gesture to give expression to philanthropic and paternalistic feeling and create a trust in the employees, by constantly motivating them with a purpose to retain the work force, offer job satisfaction and to cut down attrition.

Andhra Mahila Sabha the Charitable and service institution was established, with the noble vision for women-welfare, by Padma Vibhushan Dr. Durga bai Desh Mukh, with a notion to serve the poor and needy, especially women. Her only ambition in life was to make every woman in her sabha self-reliant.

Measures to develop Cognitive insights.

To improve the competencies of the staff college organizes Orientation programs, Workshops, Guest lectures, extension lectures, on Research Methodology, and ICT to enrich their cognitive and technical potential. Staff are encouraged to act as resource persons in the programs conducted under MHRD funds, which is almost a regular feature. Staff is deputed to attend Seminars, conferences, workshops and the like and are motivated to make presentation on platforms like MOOC, Swayam etc.

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. They are permitted to take any cognitive type of cognitive and confidential work.

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. The observation and celebration of a number of National and International days, helps them to improve their life skills, Recreational activities like Sports competitions, Annual days and picnics are organized to boost their morale. Celebration of Teacher's Day and International day, Dussera, Diwali add colour to their otherwise mechanical life.

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, to improve their knowledge levels in the subject of specialization. Many staff members are on the BOS, IQAC and Finance Committee, Library committee etc to improve their skills.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Response: 22

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	21	0

File Description	Document
Data as per Data Template	View Document

6.3.4 Percentage 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**Response:** 0**6.3.4.1 Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

A performance appraisal is also referred to as performance evaluation. Like any other Institute or organization CTEAMS 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.

CTE AMS follows the Self-Appraisal System for both teaching and non-Teaching staff.-

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.

The single most consideration of the college is to identify and measure the employee's performance and reward and motivate them to scale greater heights in their profession. The contribution of the staff for the qualitative growth of the Institution is mandatory in view of the current competition.

Performance management is of prime importance because it is the determining factor in an employee's wage rise, for management to evaluate an employee's skills, strengths and shortcomings accurately.

In this respect, College strictly adheres to the UGC Regulations on minimum qualifications, for the appointment of the teaching faculty, who eventually may upgrade their qualifications.

The salient features of the Performance Appraisal of CTEAMS are:

Management assesses performance of the staff through self-Appraisal method. It is a mechanism used by

management, to motivate staff to improve their performance in the expected areas of development.

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

Faculty members are assigned a wide range of activities besides academic work, like additional duties and responsibilities which are in the nature of voluntary commitment to the broader cause. Management offers due weightage for other contributions of its employees in their overall assessment.

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.

The teaching standards of the staff are assessed through the mechanism of feedback obtained from students, peer teachers and the head of the institution that enables the management to arrive at the appropriate assessment.

The feedback sought from Practice Teaching School subject teachers, External examiners of projects and M.Ed Dissertation is positively used to assess the staff performance. Peer observation and student results are reflections of staff performance.

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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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.

Every financial year, the accounts section of the college experiences the exercise of two internal audits and one external audit. The Internal Auditing Company of the College is Veda and Associates. Internal audits and external audits have the same objective.

The external audit of college of Teacher Education is carried out by the external auditors from Anandam and CO, Secunderabad. The meticulous process of internal and external auditing helps the accountants of the college to maintain the accuracy and transparency of the accounts.

The four primary financial statements are

1) Trial Balance, 2) Income Expenditure statement 3) Balance sheet and 4) Receipts and Payments account.

There are 2 types of Audits namely Internal Audit and External Audit.

Following are the responsibilities of the internal auditors of College of Teacher Education, Andhra Mahila Sabha.

1. Conducting Audits at regular intervals
2. Reviewing the Financial Statements like Cash books, Bank books, Ledgers and Bank reconciliation statements, Receipts Payments, Income Expenditure and Balance sheet etc.
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.

An Audit report writing will be based on the various evidences and data collected on the true and fair view of the financial statements provided. The fair opinion of the auditor reflects the accuracy and transparency of the accounts/ financial statements maintained by the college 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. Andhra Mahila Sabha Central Office appointed M/s. Vedam and

Associates, Chartered Accountants, Hyderabad for the Internal Audit which will audit the books of accounts on quarterly basis and M/s. Anandam Co., Chartered Accountants, Hyderabad for the External Audit for the finalization of accounts on yearly basis.

The finance committee oversees the college's financial wellbeing. The strong accounts section looks into the maintenance of annual accounts and audits. The accounts registers of the institution are managed and operated in the name of the institution. Care is envisaged to oversee that funds are not diverted between accounts.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 8.05

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
6.5	3	0.75	30	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Cteams 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.

College carries out the financial resource mobilization strategy, which includes identification of potential financial resources, soliciting pledges, following up the pledges to procure funds, depositing the funds, recording the transactions, with a restriction on their use.

Based on the modalities funds are allocated to wards, payment of salaries,Development of college,College Maintenance, Staff Retirement Fund and allocation for Management.

The institutional strategy has to make a vital link between external funding and continued internal Improvements to be taken up from time to time, to achieve its objectives.

The statutory bodies and Finance committee have to mandate the college with certain financial parameters for effective Institutional operation.

The following are financial parameters for effective Institutional operation

- Subject to release of funds, by MHRD college utilizes them to conduct programs
- Cteams strives to optimize, the use of its assets, namely Buildings,Equipment,Furnitutre 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. The immediate management and principal adjudge the modalities on up gradation of infrastructure, purchases of Equipment, Books subject to availability of funds and requirement.

College management and the finance committee plan and submit the proposed budget to the Administrative committee and Governing Body for approval.

Cteams 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.

Faculty with Multiple specializations equipped with Net, Ph.D. and other qualifications are prioritized in recruitment and they are multi tasked. Responsibilities are disbursed according to competencies and qualifications and areas of interest of the staff. Changes are communicated well in advance.

The sources of summated accounts are maintained with precision.

Annual stock verification is undertaken and carried out by the assigned staff.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

1. Biometric system of attendance introduced.
2. Solar panels installed for alternative for energy
3. Plantation done around the campus
4. Reusable menstrual pads distributed to the poor and backward students.
5. CC cameras arranged

6. Conference hall to accommodate 120 people with state of the art facilities created for cultural and academic activities.
7. Desktop computers and laptops purchased in increased
8. Library is completely digitalized.
9. Accounts section is completely computerized
10. Online payment of salaries to the staff and scholarships to the students arranged.
11. Gold medals instituted to the toppers.
12. New certificate courses introduced to have social relevance of the curriculum such as HUMANRIGHTS and Proficiency in English which are helpful for security and communication.
13. Computer lab, Audio lab and language lab renovated with state of the art facilities as a quality measure.
14. Railings and ramps constructed to facilitate students and staff with orthopedic difficulty.
15. Sanitization of the buildings periodically as a precautionary measure for COVID
16. Foot stand sanitizers and hands free sanitizers installed in the college for staff and students.
17. Distributed face masks to the staff.
18. Water dispensers purchased.

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

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Role of IQAC in attaining, improved performance

Review: College conducts a summative review to understand the strengths, weaknesses, opportunities and challenges of the institute, in the process of offering noble teaching and governance.

Feed Back from Stake Holders: Objective feedback is obtained from stake holders like students, Management, Heads of Practice teaching Schools, Affiliated university, Peers, other colleges, Auditors, External examiners, Statutory and NON Statutory Bodies, Central Office, external organizations like NAAC, RCI, and SCERT.

Broad Measures

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. Staff is deputed, to act as Resource persons and External examiners, deliver lectures on platforms like Mooc and Swayam, to update their delivery skills, to develop mastery over

content and to comprehend the demands of 21st century.

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. These two help the Institution in the identification, of the gaps in the effective functioning of the academic programme, to introduce qualitative changes in enhancing the teaching learning process and the overall quality of the Institution towards creation of a progressive learning environment.

Specific:

As a cte college has a social responsibility to disseminate knowledge, hence college conducts a number of Seminars, Orientation programs and workshops, on important content areas like Research Methodology, Psychological tests, ICT skills to meet 21st century challenges, subject to release of MHRD funds.

Other efforts of College.

A number of Guest and orientation programs are organized in areas like Micro teaching, Assessment, 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.

Certificate Courses: College offers four certificate courses, a 60 hour program on English language Proficiency, Human Rights, Value and Peace Education and Yoga, as a deliberate effort to integrate Knowledge so acquired into their methodology

Gandhi Bhavan programs: Gandhi Bhavan program was started by the illustrious founder to inculcate patriotism and indoctrinate ethical and moral values like truth and Non Violence in pre-service trainees, in turn to be imparted to school students of Practice teaching schools during Internship.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The 21st century knowledge driven society has “Quality” as its defining element. The quality parameters have been prescribed and the institutions of higher education are rated on the basis of their performance related to the quality parameters like examination results, facilities available in the institution, participation in extra-curricular activities, students’ employment after graduation, reputation of the institution and so on. College of Teacher Education, Andhra Mahila Sabha is one of the revered Teacher Education Institutions established by Padmavibhushan Dr. Durgabai Deshmukh in 1971. Since then the college has been producing quality teachers and going to celebrate Golden Jubilee in 2021. As quality is the difference between the average and the excellent, the college always strives to introduce innovative methods/ways of preparing excellent teachers.

Teachers are crucial in preparing young people not only to face the future with confidence but to build it with specific purpose and accountability.”A Quality initiative program is a set of focused activities designed to monitor, analyze, and improve the quality of processes in order to improve the qualitative and quantitative outcomes in an organization”. The College adopted 'Choice Based Credit System, to hone the skills of the prospective teachers. The professional approaches and best practices like CBCS can act as an impetus for quality improvement. The College of Teacher Education Andhra Mahila Sabha has been maintaining its qualitative and quantitative norms and standards since its inception.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

According to the Energy policy of India 2020, the objective is to increase energy and reduce energy poverty with more focus on developing alternative sources of energy, particularly solar and wind energy. CTEAMS follows the basic energy conservation methods right from inception of the college. The Institution has facilities for alternate sources of energy and energy conservation measures are followed like use of LED bulbs/ power efficient equipment. The College also strives to maintain a plastic free campus. Even minute things are considered when it comes to the policy of energy conservation. measures such as replacement of traditional lights etc are taken. The college adopted this practice, as LED lights can be disposed without any special handling at the end of their useful lifespan. Usually when traditional tube lights and CFL bulbs are disposed of, the Mercury coating and Mercury vapour in them are harmful to the environment. LED lights have zero UV emissions which does not cause any harm to environment. The other advantage of LED lights are they operate on very low voltages and last longer, because of low maintenance cost, low labour cost and low cost of replacement, LED lights are suitable to non-profit organisations like colleges and universities.

- CTEAMS also has LED inverters, it works in such a way that when there is mains power, it works as a normal light bulb but when there is a power cut, it works as an emergency light bulb. Most inverter LED bulbs have lithium-ion batteries that provide three- to four-hour backup. these internal batteries require three to four hours of charging time to fully charge.
- Sensor based Energy Conservation.
- Timers for street lights are set in the campus. It is real time-based timer which is used to control the street lights. it automatically switches on/off the street lights at the present time. by using this timer, we can switch off the lights during the day time preventing power wastage unnecessarily.
- Apart from these measures, the college established a Solar Energy Plant with 100 KW, and is planning to establish two more Solar Energy Plates to save power.
- Replacement of Window Air-Conditioners (ACs) with Split ACs: Window ACs are being replaced with split ACs that are star rated.
- The college has been very conscious about energy conservation. Faculty members of the college take energy conservation measures like switching off the lights and fans in the classrooms after the class hours, switch-off the lights in the corridors and toilets when not in use.
- Instructions stickers for energy conservation are also pasted in many places inside the college campus.

- The fluorescent tube lights are being replaced with energy saving CFL bulbs and LED bulbs in each block. The streetlights on the campus are replaced with CFL bulbs. The condition of the Solar Plant is frequently checked and repaired if required.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

CTEAMS is conscious about its waste management and it ensures that all the waste is used & disposed responsibly. The objectives include

- To promote awareness on waste minimisation, reuse and recycling.
- To ensure the safe handling and storage of wastes in the campus.
- To provide appropriate training for teachers, residents, staff, students and other stakeholders on waste management issues.

Steps followed

The solid wastes Segregation of dry and wet waste is done and separate cans are used. It is handed over to the municipal approved landfill site. This happens in a regular process on daily basis.

The tree droppings: To transform waste into value added products. The tree droppings from the campus green area are turned in to mulch and reused to enrich campus garden soil as it helps in plant growth and acts as bed under which soil and plant gets proper nourishment.

Liquid Waste Management waste water generated from R.O treatment is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit which helps in ground water table.

E-Waste: Broadly describes discarded, surplus, broken electronic machines are disposed through proper

channel.

Hazardous waste: Negligible.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document
Any other relevant information	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The Efforts

College of Teacher Education, Andhra Mahila Sabha is located amidst a cool green campus. The campus has very good medicinal plants like eucalyptus tree, mint tulasi (mint basil) , and edible trees like jack, guava, custard apple, Mango and Eucalyptus trees. The shrubs, crotons and flowering plants add to the beauty of the campus. Teachers are the architects of the Nation. Understanding the impending need, a paper on Environmental Education is introduced both at the under graduate and post graduate level. Hence the students of the college implement environment education schemes . CTEAMS has installed solar panels as alternative energy, firstly to reduce power consumption and secondly to make the premises more eco friendly. We observe and celebrate important days like World Environmental Day , Earth Day etc.

Ban on Single-use Plastics on the Campus

CTEAMS has been constantly adopting practices and revising its policies towards a cleaner and plastic-free campus. Following the MHRD and UGC guidelines on 2 October 2019 to educational institutions across the country, CTEAMS has issued a notification to Students and all Stakeholders that there would be a ban implemented on the use of single use plastics on the campus .The institution conducts sensitization programs like environment day ,and discusses on the topics like harmful impact of single-use plastics and mandates all the students to avoid bringing non-bio-degradable plastic items to the institution, which include plastic bags, cups, plates, small drinking water bottles, straws and sachets.

Paperless Operating Procedure

CTEAMS is striving towards a paperless office, a work environment in which the use of paper is eliminated or greatly reduced. This is done by converting documents and other papers in to digital form, a process known as digitization. CTEAMS believe that "going paperless" can save environment, make documentation and information sharing easier, keep personal information more secure. Several initiatives are taken to minimize the usage of paper. Wherever possible automation and digitization are introduced which helped in minimization of usage of paper. Digital storage of documents is one such measure. Institutional data to a great extent is stored digitally. Technology is used to a greater extent for communication among the staff and the students rather than paper communication. What's app - class wise groups, Department wise groups, Committee wise group facilitate E-communication and use of public address systems reduces usage of paper in notices and circulars. The teachers have also experimented with alternatives of paper -based testing with e- assignments and other skill -based tests like presentations, group discussions etc.

Landscaping

CTEAMS inculcated a habit of Tree Plantation program long ago, every year program is constructed in the College Campus. Faculty and students take part in this program .Students and staff enthusiastically initiate and participate in the tree plantations drive in the campus .College celebrates "The World Environmental day every year and by conducting competitions among students and also talks by eminent people to bring awareness. The plantation program includes plantation of various types of ornamental and medicinal variety, wild plant species in large numbers.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.12	0.12	0.12	0.12	0.12

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

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Outreach activities in the community in terms of influencing and sensitizing students to social issues and

contribute to community development.

Response: The Founder of the college Padma Vibhushan Dr. Durgabai Deshmukh, popularly known as mother of Social work/ service in India, was essentially a Gandhian in belief and practice. Hence College tries to maximize the co-curricular learning experiences that are socially relevant to sensitize the students on social issues prevailing in the society.

Community Development: Teachers are the architects of the nation hence student teachers have to be sensitized towards community issues to develop organic relations with community. Keeping this in view O.U. has introduced a project Nai Talim as an experimental learning with community engagement. The College functions on the motto of commitment, compassion and quality - these are the basic requirements for community development.

Certificate Course on Human Rights: A three month Certificate course is offered to all students of the college to create an awareness on the socio economic civil and political rights of the citizens of the country. This helps the trainees to exhibit compassion on the school students taught by them during Internship. Certificate course on value and peace education enables them to create a pleasant and peaceful environment in their school community. The students of the practice teaching schools are offered place and solution to their problems by executing the inputs given to them through the certificate course by the college.

Observation of communal Harmony week: Every year college observes the communal Harmony week from 19th to 26th of November. The College believes in building capacities of its students and equips them with moral and ethical skills to serve the community through the following programs • Guest lectures • Poster Making • Slogan Writing • Rally • To commemorate Communal Harmony week students of the college along with staff and management take a Rally from the College to Osmania University.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice: I

1. Title of the Best Practice: Gandhi Bhavan Programs:

Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students

2. Objectives :

- It was the founder Dr. Durgabai Deshmukh's vision to nurture an environment which empowers women towards social, economic, cultural and educational self-reliance, to lead an empowered life.
- Teachers occupy an important place in the society and they are the agents of social change.
- Education is a powerful force for individual and social development.
- Education shapes the personality of the individual through its long-term goal of developing moral and ethical values.
- Inculcate Gandhian Values in prospective teachers and teacher educators.
- Education is Practice of truth and Ahimsa or Non Violence, to culminate into Self-Actualization
- Ancient systems of education all over the world have been modelled with these ends in mind.

Best Practice II

Title of the Best Practice

1. Job Mela

A career or job Mela is an excellent way to meet a large number of potential employers at one time, in and at the same venue. These events provide employment opportunities and a network for career exploration and professional development.

Employers can meet their potential employees in one convenient, neutral venue, such as a school or a college. Job seekers attend Job Melas to speak face-to-face with potential employers, fill out résumés, enquire about the various positions available, they simultaneously answer a number of questions posed by the prospective employer.

It is an opportunity and an attempt to stand out from other applicants, and get an overview of what it is like to work for an organization.

Hiring managements speak with students about their expectations and interviewees answer questions, on their interests, skills, aspirations and Goals in their life.

Job Mela provides an opportunity to meet different types of organizations and various types of employers. Through the event prospective employees can develop important contacts that can enhance their future career perspectives.

The face to face interview creates a kind of ‘Speed Dating Atmosphere.’ Potential candidate is forced to practice and improve, her Personality traits, like, creativity, critical thinking, negotiation, linguistic and nonlinguistic skills of communication

2. Objectives of Job Mela

To create a Platform to prospective Teachers and Teacher educators, to face an interview

To offer an exposure to face prospective Employers and motivate them towards Professional Growth

To create an opportunity to show case their Communicative and subject expertise.

To instill self Confidence in students

To realize their Self Worth

To make students realize the need and importance of Self Reliance.

To provide an opportunity to empower themselves.

THE FORMAT IS GIVEN IN THE ANY " ADDITIONAL INFORMATION " UPLAOD

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Distinctiveness is the quality of being easy to recognise because of being different from other things. Every Institution attains distinctiveness through self-motivated efforts. So does college of Teacher Education Andhra Mahila Sabha.

Durga Bai Vidya Peetham, a green cool campus is ideally located amidst the luxury of Eucalyptus, trees and lush green plants at the entrance of the Historic Osmania University, the Peetham reverberates with the Gandhian Values, of peace and Non Violence. CTEAMS is positioned diametrically opposite the dome shaped Gandhi Shatabdi Bhavan, reflects the dignity and strength of the founder, fondly referred as Mother of Social work, in India.

College of Teacher Education has earned its distinctiveness through its endeavours over the last five decades. It is the only Private Aided single faculty college offering four teacher preparation courses at different levels

As a cte it has the distinction of organizing innumerable Seminars, Orientation programs and workshops apart from two national Seminars and the recent National conference. College operates with a multitude of programs like environmental education, clean and green campaign, successfully holding and building better lives of women candidates since five decades.

Character building is of prime importance in education, as aptly told by, the Mahatma, "What will tell in the end will be character and not a knowledge of letters." Pre service trainees leave the Institutional portals to dispense their services, as professionals, to harness their energies in nation Building activities, as individuals filled with values of truth, nonviolence and patriotism.

As a follower of Gandhi, Durgabai wanted the Teacher trainees to become creative, innovative, self-reliant, charged individuals, armed with ethical and moral values of speaking truth, practicing Non – Violence and patriotism through Gandhi Shatabdi Bhavan Programs.

College functions with the notion of holistic approach to pedagogical practices; it is guided by "Green Living" in sustenance to sustain the Bio Diversity successfully net working with eminent schools. It observes Human Rights day, International Women's Day, National Science day, Communal Harmony week etc. College practices a holistic approach to pedagogy guided by the concern for social and economic

inclusion, to establish social welfare and social justice

College functions with a conscious effort to practice “Living Awareness” the central idea, being maintaining a healthy balanced relationship between the educator and the educand, right relationships at right places is the need of the hour. Without having to dichotomize and sort out teacher student relations college develops skills into the trainees to practice Peace and equanimity. Every Institution has distinct mile stones;college has signed MOUs with reputed Institutes. and has been the study Centre for Dr. BRAOU (DM) B.Ed since 2009.

The conclusion to the distinctiveness of the Institution will be distinctive with Padma Vibhushan Dr.Durga Bai’s words “It was a dream of mine from a very early stage that the whole system of education should be a continuous process providing for a complete chain of opportunity under which a girl joining at the nursery stage of education in the MahilaSabha should at least end with B.Ed course if not M.Ed, when they become completely empowered to lead a life of “Self-reliance”.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Padma Vibhushan Dr. Durgabai Deshmukh hailed as the “*Mother of Social Service*” is the founder of Andhra Mahila Sabha a unique voluntary organization in the World’s Voluntary Sector with more than 50 units working for the cause of Women- Women Empowerment, education, health, disability, rehabilitation, legal aid, old age support and informatics.

Durgabai was a member of the Constituent Assembly and Planning Commission. She was instrumental for the establishment of a “*Central Social Welfare Board*”. As the chairperson of the Board, she mobilized a large number of voluntary organizations to initiate programmes in education, training and rehabilitation of women, children and the disabled.

She was also the first chairperson of the “*National Council on Women’s Education*”, established by the government of India in 1958.

She is a multi faceted personality -- freedom fighter, social worker, educationalist, administrator, dynamic leader, prolific writer, institution builder, committed worker and above all a humanist.

The eminent personality was honoured with many national and international awards:

- Paul G Hoffman award
- Nehru Literacy Award
- UNESCO Award (for outstanding work in the field of Literacy)
- Padma Vibhushan

Andhra Mahila Sabha, the voluntary organization was established to work for the cause of women and children in the year 1937. It was found in Chennai and later on it spread its wings to Hyderabad with more than 50 units working for the cause of women across the states -Tamilnadu and Telangana.

Durgabai Deshmukh Vidyapeetham : Strategically located

The seven acre academic campus of Andhra Mahila Sabha known as Durgabai Deshmukh Vidyapeetham is located in Osmania University Campus. The historic Osmania University was built by the erstwhile Nizam of Hyderabad.

AMS Academic Campus- ECO System

The academic campus of Andhra Mahila Sabha is the educational hub of Andhra Mahila Sabha institutions ranging from pre-primary to Post Graduate level along with professional, technical, fine arts and Media Centre, Literacy house and State Resource Centre for Early Childhood Care and Education ECCE and the Gandhi Bhavan.

A Lab School of a totally different concept of learning is an innovation. The whole atmosphere reverberates with the spirit of learning in a serene and peaceful atmosphere.

Concluding Remarks :

The institution is managed by the Trust Board/Central Office of Andhra Mahila Sabha, the President of Andhra Mahila Sabha being the head. Chairman and Secretary for each institution are nominated by the mother organization.

The institution is managed by the members of the Administrative Committee and Governing body headed by the chairperson. Chairman and Secretary guide principal, on matters of day to day administration and financial issues. The financial audit is taken up every quarter by the auditors deputed by central office.

Regulatory Bodies

Osmania University, grants affiliation to the existing courses, approves the appointment of staff on rolls and awards degrees.

NCTE grants extension of recognition of the courses offered by the institution. RCI- grants extension of recognition for B.Ed Spl. Ed.n(H.I). We have liaison with UGC regarding autonomy and special projects. SCERT government of Telangana releases grant to conduct in-service teacher training programmes.

The teaching practice to the prospective teachers is arranged in near by local schools. We have harmonious rapport with these schools which are always willing to help us. The reputation earned by this institution over these years as a pioneering institution towards making women empowered stands as testimony to the quality maintained by this college. As such every year students opt to seek admission into this college at the time of counseling and the competition goes on till all the seats are filled up.

We utilize the opportunities to come across in a befitting way to add to the value of the quality of education. Conducive social environment, including community's support and peoples participation, students keen interest, faculty's dedication and commitment enable us to strive to serve the community with women folk as our target group. We are keen to introduce more and more job oriented courses relevant to the demands and the needs of the community, while maintaining the quality every time standing second to none in the years ahead.

We continue to expand our activities in future in tune with the changing times and challenges. Together we shall march forward with inclusive goals to balance work and hobbies, self and society, awareness and contemplation.