Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**GHULAM AHMED COLLEGE OF EDUCATION**
Name of the head of the Institution	**Prof.Vibha Asthana**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**04023280281**
Mobile no.	**9949900733**
Registered Email	**gacoehyd@gmail.com**
Alternate Email	**vibha162001@gmail.com**
Address	**Mount Pleasant, Road No.-3, Banjara Hills, Hyderabad- 34**
City/Town	**Hyderabad**
State/UT	**Telangana**
Pincode	**500034**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**private**
Name of the IQAC co-ordinator/Director	**PROF. VIBHA ASTHANA**
Phone no/Alternate Phone no.	**04023280281**
Mobile no.	**9949900733**
Registered Email	**gacoehyd@gmail.com**
Alternate Email	**vibha162001@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://gacoe.ac.in/Appraisal/aqac.php

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://gacoe.ac.in/academic/academic_calender.php

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.08**	**2009**	**15-Jun-2009**	**14-Jun-2014**
2	**B++**	**2.8**	**2017**	**12-Sep-2017**	**11-Sep-2022**

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**25-Nov-2006**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Exposing students to new ICT measures to make them ready for Digital age	13-Sep-2018 6	100
[View File](#)		

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

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NONE	NONE	NONE	2019 0	0
[View File](#)				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	3
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

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

Students made ready to face the Digital age they were exposed to latest ICT techniques that can be used to teach in schools. Staff sent to attend Seminars, conferences, etc Personality development of students was given importance to. Community welfare activities were focussed upon Skill of preparing teaching aids developed in student teachers Research skill developed in students of M.Ed. course

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To provide quality education to	The students performed well in the

students with focus on development of teaching skills, communication skills, presentation skills and research skills.	board examinations and passed with excellent grades. Most of the students developed good teaching and communication skills. Students developed presentation skills through seminars. Research skills were developed through monograph in the students of Med course.

[View File](#)

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
BOG, SES	31-Dec-2018

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

Date of Visit	18-Aug-2017

16. Whether institutional data submitted to AISHE:	Yes

Year of Submission	2020

Date of Submission	04-Jan-2020

17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

• The academic schedule prepared by the Osmania University is followed scrupulously. College lecturers prepare advanced organizers before the beginning of every academic year. This ensures systematic planning of the curricular activities. The teaching staff and infrastructure facilities needed for implementing the various activities enlisted in the curriculum are made available in the college. Laboratories are constantly updated. • Seminars, workshops are regularly organized. • Projects are carried out in a systematic manner. • Monthly review by the principal to see if the lecturers are following their advanced organizers, completing the syllabus, taking attendance regularly, etc. • Resource persons, project in-charges assigned for various projects on the basis of capability/ qualification/ experience of the lecturers. • Periodic tests are conducted and answer papers are given back to the students, marks awarded on the basis of their performance. • Vacations are

reduced to provide extra coaching to students. • Lecturers and librarian attend various orientation programs, seminars and refresher courses etc to upgrade their knowledge regarding curricular aspects and enhance their skills. • Provision of computers with Internet and a well-furnished library also helps in quality improvement. • Extension lectures by eminent professors and heads of institutions are arranged.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NOT INTRODUCED	NONE	31/12/2018	0	NONE	NONE

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
B.A.BEd	NONE	26/07/2018
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	UNDER GRADUATE	01/08/2018
MEd	POST GRADUATE	06/09/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
Puppet making use of different types of puppets while teaching in schools	01/12/2018	100
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	TEACHING PRACTICE PROGRAM	100
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes

Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The feedback collected from the different sources regarding changes to be brought about in the curriculum is analyzed and the areas of improvement are identified. On the basis of the feedback, the following changes were brought about in the curriculum. ? Improvement of spoken and written English of students- A lot of practical classes were conducted for the students in the language laboratory. ? Learning of National song of Telangana- College students were trained in the singing of Telangana Anthem as many school authorities gave feedback that teachers donot know how to sing Telangana Anthem. ? They are taught to make teaching aids with low cost material. ? Practical methods of dealing with slow learners are taught. ? Different techniques of remedial teaching are discussed. ? Special emphasis is given to over all development of personality of teachers. ? Stress on development of ethics. ? Measures of maintaining discipline in the classroom are taught. With regards to the feedback collected from the students, most of them gave a positive feedback on the present structure of the curriculum. A few students were of the opinion that more practice in teaching should be provided before sending them to the schools for practice teaching. They also suggested that mathematics laboratory should be renovated and new equipment should be added. The proposal has been put up to the management and it will be taken care of very soon.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	BED	100	100	100
MEd	MED	50	50	44
View File				

2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	100	44	16	10	26

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used

Resources)					
26	22	10	3	1	5

View File of ICT Tools and resources

View File of E-resources and techniques used

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

Each lecturer is identified as a mentor for a group of 10-15 students. The work of a Mentor is to: - Maintain the details of their mentees- personal information, qualifications, experience, etc. - Continuously monitor the overall progress of the student teacher. - Guidance during tests and examinations - Collect feedback, - Discuss the problems faced by each student and advise them in overcoming the difficulties. - Mentors also guide the students at the time of projects. Regular mentor-mentee meetings are held in the college and there is continuous monitoring of each student. Attendance of the mentees is maintained by the mentors. The students who perform well in the college, their names are displayed on the Colleges Wall of Fame, along with the name of the Mentor. The assignments and projects taken up by the students have to be scrutinized and signed by the mentors before submission.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
294	26	1:11.5

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
26	26	0	0	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	NONE	Assistant Professor	NONE

View File

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	701	2016-18	04/09/2018	10/11/2018
BEd	701	2016-18	04/09/2018	10/11/2018

View File

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

ASSESSMENT OF THEORY: The college conducts midterm exams, and pre- final exams. The performance of students is assessed through these examinations and feedback is provided to them. 1. Unit tests are conducted by a few lecturers after completion of a unit. 2. A few lecturers get flow charts prepare by the students .This include a summary of the portion covered. Evaluating the student

teacher's proficiency in teaching : Tests in School subjects – After the students join the college their knowledge in school subjects is tested by conducting tests in school content. Micro teaching – Each student practices 10 micro skills under the guidance and supervision of teacher educators. Marks are allotted for micro teaching by the college lecturers. Macro teaching – Writing of lesson plans for micro as well as macro teaching. – These lesson plans are corrected by the lecturers and feed back is given to the students. Evaluating the teaching aids prepared- assessing the teaching aids prepared by the student teachers and giving them a feed back. Teaching: The teaching lessons of the student teachers are evaluated by experienced school teachers. A evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools. The teaching proficiency is based on the trainee's mastery of the content of the subject, ability to communicate effectively, ability to create and sustain students interest in the lesson, ability to frame and ask probing and thought provoking questions, ability to recapitulate and summarize, etc. Marks are allotted to student teachers for macro teaching by the school teachers and the methodology lecturers. Peer observation – The fellow student teachers also observe the lessons of one another and give constructive suggestions. Conducting the Scholastic achievement test: The students prepare a blue print of the test to be conducted and get it corrected by their methodology lecturers. Then they make the question paper and get it corrected, only then they administer the test. Teaching practice cum internship diary (TPID). Each student has to maintain a TPID during his/ her internship programme. Marks are allotted to the students by the school head master of the school. The students are evaluated for their teaching practice, scholastic achievement test record and teaching practice cum internship diary. NGC activities: are taken up in the schools. Activities related to environment protection and care, are taken up by the students. The Students submit a record of all the activities they conduct and are evaluated for the same. Evaluation of Projects: The students have to complete 2-3 projects in every semester in the B.Ed course. These projects are evaluated by a jury of experts in the college. Two to five lecturers are appointed as jury members for different projects. The students are asked to show case their findings and a viva voce exam is conducted. An external practical examination is conducted by the Osmania University, where external examiners from other colleges of Education come as examiners. Evaluation of practical work in laboratories – Regular tests are conducted in different laboratories like psychology and science laboratory, for SUPW work, etc. The internal assessment marks are forwarded to the Head Department of Education, at the end of each semester.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar is prepared by the Osmania University and sent to all the constituent institutions. The same calendar is followed by the college with little changes. A basic schedule is prepared by the university and is circulated to all colleges of education. We add the different co curricular and extra curricular activities, examination details, dates of value added courses, etc to the universitys calendar and make the college's academic calendar.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://gacoe.ac.in/pdf/Programme%20outcomes.pdf

2.6.2 – Pass percentage of students

Programme	Programme	Programme	Number of	Number of	Pass Percentage

Code	Name	Specialization	students appeared in the final year examination	students passed in final year examination	
709	MEd	MED	17	17	100
701	BEd	BED	68	67	98.52

View File

2.7 – Student Satisfaction Survey

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

https://docs.google.com/forms/d/1EQBycNaY-MUtMNCJJcw60a007oe40X1LXHRnxrQfcZ8/edit#responses

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Any Other (Specify)	2	NONE	0	0

View File

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Health and Wellness program	Science department	26/11/2018

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	16/07/2018	NIL

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	16/06/2018

View File

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NONE	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	NONE	0	0

View File

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

Department	Number of Publication
EDUCATION	3

View File

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NONE	NONE	NONE	2018	0	NONE	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NONE	NONE	NONE	2018	0	0	NONE

View File

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	4	4	26
Presented papers	4	1	0	0
Resource persons	1	1	0	0

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Teaching English in Government schools	Ficci Ladies Organisation	2	10

View File

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies

during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NONE	NONE	NONE	0

View File

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Swatch Bharat	Greater Hyd Municipal Corporation	Community service and awareness	8	50

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3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
NONE	0	0	0

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

Nature of linkage	Title of the linkage	Name of the partnering institution/industry/research lab with contact details	Duration From	Duration To	Participant
Professional	Teaching practice	Government and private schools of twin cities	21/06/2018	16/07/2018	Student Teachers
Professional	Teaching practice	Government and private schools of twin cities	17/09/2018	21/12/2018	Student Teachers
Professional	Teaching practice	Government and private schools of twin cities	02/02/2019	06/03/2019	Student Teachers

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	23/08/2018	NIL	0

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
292000	140000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
No file uploaded.	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Educ Tech Software	Partially	version -Basic	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10962	1036944	172	50369	11134	1087313
Reference Books	3200	325220	23	3500	3223	328720
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NONE	NONE	NONE	16/06/2018
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	80	2	3	2	2	4	2	100	0
Added	0	0	0	0	0	0	0	0	0
Total	80	2	3	2	2	4	2	100	0

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

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
T-SAT Network SCERT (TTP)	https://youtu.be/q0qIE2kKYxc

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
100000	70000	768000	768000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link) The Sultan Ul Uloom Education society takes care of the maintenance of the college building and infrastructure. The requirement is put up in the governing council meeting by the principal and after the members of GC approve, the proposal is sent to the Board of Governors for its approval. After seeking their approval the work is implemented. Practical classes are conducted for the college students in the following laboratories. Science mathematics laboratory- Students take up experiments from school text books before they go for practice teaching. Social Studies Lab - Drawing maps, preparing charts, models of volcanoes, forests, etc. Personality Development and communicative English Laboratory - Listening to audio clips to develop the listening and speaking skills, correct pronunciation, intonation and accent. Psychology cum Case study Laboratory Conduct experiments and administer psychological tests, analyze and interpret data. Psychology cum Case study Laboratory Conduct experiments and administer psychological tests, analyze and interpret data. Educational Technology and Computer Education Laboratory Use audio visual aids like LCD, overhead, slide projectors. They prepare transparencies and slides. Stock registers are maintained in every laboratory and every year the incharge person takes up stock checking.

http://gacoe.ac.in/infrastructure/index.php

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Fee Reimbursement from the Departments of Minority Welfare SC Welfare and BC Welfare	66	1430000
Financial Support from Other Sources			
a) National	NONE	0	0

b)International	NONE	0	0
	[View File](#)		

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
1.Development of ICT skills in laboratory and Classrooms	18/08/2018	100	GACE
Yoga Asanas	20/12/2018	100	GACE
	[View File](#)		

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2018	Tutorials and Counselling	25	62	12	65
	[View File](#)				

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
1	1	2

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Focus High school Iqbalia School Gitanjali school SUPS Hidayah Islamic inte rnational school	80	65	NONE	65	65
	[View File](#)				

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	15	BED	Education	AMS COE, GACE,IASE	MED

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
SET	2
Any Other	10
Any Other	5

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

Activity	Level	Number of Participants
BADMINTON	COLLEGE	10
CHESS	COLLEGE	8
DRAMA SKITS	COLLEGE	100
SINGING	COLLEGE	15

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	0	National	0	0	0	0
2019	0	International	0	0	0	0

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

After the new batch of students join the college, class representatives are elected through elections. So the student Council is an elected body and it takes active part in organizing different activities of the college. Its aim is to connect the student body with administrators and alumni, as well as to support College initiatives in the areas of recruitment and development. The co curricular and extracurricular activities are organised after a detailed discussion with the student council. They are actively involved when seminars and conferences are held in the college. The Student Council also provides an opportunity for all Education students to work together in strengthening the communication links between students, faculty, and administrators. While focusing on issues related to teacher preparation and education in general, the Councils activities include inviting speakers, organizing workshops, and social

cultural events. We have student representatives in almost all the committees in the college, like the library committee, the culture committee, the research committee, etc. Two students, one from senior batch and one from junior batch are there in each Committee takes important decisions.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

The college has an Alumni association but it is not a registered one. The past students are in touch with the college through emails and whats app.

5.4.2 – No. of enrolled Alumni:

580

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

twice a year tree plantation program and preparation of teaching aids were the programs organized by the alumni.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

The two practices of decentralization and participative management during the last year are: Practice-1- Community welfare activities: In choosing slum areas for Community service program, the student teachers help in selecting the areas where maximum awareness needs to be spread. The activities to be carried out are decided by the students with the help of lecturers and they prepare posters, banners or other teaching learning material to be used. College provides financial help in implementing the programs. Practice-2- Purchasing books for library. The library committee consists of staff and students of the B.Ed. and M.Ed. courses. They meet regularly and discuss the requirement of books and journals that Students need and those which are not available in the library. Students play an important role in identifying the sources / shops where the books are available and they help in selecting and purchasing books for library use. Involvement of students in all decision making bodies- The Management is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. There are regular meetings of office bearers and Management representatives. Decentralization is having a significant impact on policy, planning and management of elementary education. To promote quality of education to all sections of people in academic, social, political and aiming to develop a responsible management. At the same time, decentralization is seen as a means of improving the efficiency of education system and the quality of educational services. At various levels the college grooms the leadership. Governing body, Management, Principal, Vice Principal, IQAC Members, Steering committee, teaching staff, non-teaching staff, supporting staff, student's union, student representatives, Stakeholders, Alumni and various committees jointly empowered to propose, design, formulate and execute their plans within the frame work of governance. The Academic, Administrative, NCC, NSS, IQAC all are working together for the smooth running and over all functioning of the college.

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

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Curriculum Development	Curriculum Development – A lot of extra activities are taken up by the college students besides the ones in the Curriculum, which is decided by the Osmania University. The Curriculum of the B.Ed. and M.Ed. course of the university is very comprehensive and all inclusive. Still depending on the needs of the students in every batch, extra activities are added to the existing curriculum. In the year 2019, a State level Seminar was organized by the college on the New Education Policy, 2019 to familiarize the student teachers on what the future holds for them. Prof Ramesh Ghanta, member NCTE was invited for the Guest for the seminar.
Teaching and Learning	Teaching and Learning – Workshops seminars are conducted for college students to develop confidence in them. Regular use of ICT in classrooms contributed to enhancement of Teaching-Learning. Extension Lectures on relevant topics broadens the perspective of students. Language Lab for the B.Ed. students helps in developing communication skills. Personality development program is organised by the Amjad Ali Khan Finishing School. This course, because of its employability value, has been continued as an add-on course initiative by the college. Stress is on communication skills development also
Examination and Evaluation	Examination and Evaluation : Continuous evaluation is done for the students. All year round evaluation through class tests, tutorials, student seminars/presentations keeps the students in touch with their subject. It also enhances and helps students grow in confidence for University examinations. Results of internal examinations are displayed on the Notice board soon after the tests. The names and photos of students who top in in different papers are put up on GACEs Wall of Fame. The students also receive

	a hard copy of the results which their parents have to sign. Parent teacher meetings are conducted for students who have low attendance and are those who have not performed well in college.
Research and Development	Research and Development - The Research Cell holds regular meetings and programmes and presentations to broaden the academic perspectives through presentations of research done by students and faculty. An e journal of Research is brought out every year by the college, under the editorship of Dr.Najmunissa. MEd students take up monograph work and submit a detailed report
Library, ICT and Physical Infrastructure / Instrumentation	Library, ICT and Physical Infrastructure / Instrumentation - Classrooms were renovated all the rooms are bright and airy classrooms that house the B.Ed. and M.ED Courses. New Computers were purchased to replace older versions. In 10 computers old monitors were replaced with LCD monitors. A conference room was created and furnished and an air conditioner was installed therein. 2 new water coolers were introduced for students, a beautiful spacious students' common room was furnished for B.Ed. students. A toilet for persons with disability was also constructed
Human Resource Management	Human Resource Management – Stress is on personality development and development of communication skills. In the month of April, 2019, a specialist was invited to the college and a day long Career Counselling program was conducted for the students. Mock interviews, resume writing, etc was taught. A staff development program was conducted for all the teaching staff of the college. College annual day was celebrated. An annual picnic was organised for students to a popular resort in Hyderabad.
Industry Interaction / Collaboration	Industry Interaction / Collaboration – College students were sent to school for blind, National Institute for mentally handicapped at Bowenpally, for observation and to learn about the functioning of these institutions. Students were sent to schools especially government schools of twin cities for their teaching practice program, internship and for project

	work.
Admission of Students	**The procedure for admissions is through the convener, EDCET. Information from application forms for admission was used for the filling up of University Registration and Examination Forms. The admission procedure was speeded up by involving a few staff members.**

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

E-governace area	Details
Planning and Development	**Planning and Development –The Sultan Ul Uloom Education Society has an architect, an engineer, contractor, and other office staff to assist with the planning and execution of renovation of the college. All the plans are made on the computer and after being approved, they are implemented. The Governing Council of the college meets regularly and is responsible for planning the different strategies for development of the college.**
Administration	**Administration - MIS is in place, partially. The website displays notices before admission, and reports of recent events that happen in the college. Most of the Accounts documentation and student information is digitally maintained.**
Finance and Accounts	**Finance and Accounts – The college Governing Council is responsible for financial planning and implementation. It involves taking ideas from the teachers and non-teaching staff, especially from the librarian. They share their ideas online. Budget is prepared at the beginning of the financial year and is sent to the Board of Governors of Sultan Ul Uloom Education Society for approval. The Library committee prepares and plans for the book budget. The package used for maintaining accounts is – TALLY.**
Student Admission and Support	**Student Admission and Support – Admission details of all students are maintained on the computer. The Student Council is the liaison between the students and the staff. Academic support is provided to weak students by sending them notes through emails. The Library welcomes students for reference and study. A Book Bank is also available. In case of serious illness of any student, staff members visit them in hospital or home. Financially**

	challenged students are guided to avail Scholarship through the State 'Minority Scholarship scheme'.
Examination	Examination - Board exam is conducted by Osmania University at the end of each Semester. Both B.ED and M.Ed courses have 4 semesters each. The data of students is submitted on line, the hall tickets of students are downloaded on line. The college is a Centre to conduct Board examinations of Osmania University. All the question papers for the exams are sent on line. The attendance of the students writing the exams has to be submitted online.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Dr N Saroja	Two Day Seminar at Santiniketan, Kolkata	Shantiniketan Kolkata	8000
2019	Prof Vibha Asthana	Two Day Seminar at Santiniketan, Kolkata	Shantiniketan Kolkata	8000
2018	Dr Pauleen	Two day workshop on Preparation of e-module on Self Development Ministry of HRD, Govt of India	IASE	500
2018	Ms Rafiya	Two day workshop on Preparation of e-module on Self Development Ministry of HRD, Govt of India	IASE	500
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional	Title of the administrative	From date	To Date	Number of participants	Number of participants

	development programme organised for teaching staff	training programme organised for non-teaching staff			(Teaching staff)	(non-teaching staff)
2018	Innovations in Secondary Education	Professional skill development program	01/05/2018	03/05/2018	24	5
			View File			

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Three day workshop on curriculum revision of two year M.Ed programme	3	18/01/2018	20/01/2018	3
		View File		

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Leave benefits, ESI, EPF, etc	Organization of Orientation programs	Scholarships for economically backward students

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

External audit is conducted by every year. The famous auditors of Hyderabad, M. Bhaskar Rao and Company are appointed to take up the college audit every year. They check each and every transaction made in the college and submit a detailed report. The auditors are responsible for the clean maintenance of accounts in the college. The budget of the college is prepared after a detailed study of the expenditure made in the previous financial year. The budget includes 'notes' in which details about the expenditure made under each head is given, whether the expenditure was more than what was budgeted for or less or equal. The internal audit of the college is taken up by the college accountants themselves every year.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose

NONE	0	NONE

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		Yes	IQAC
Administrative	No		Yes	IQAC

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

1. They help in organizing extension lectures. 2. They help in identifying and calling Chief Guests for College day and other functions 3. They help in identifying schools for practice teaching program.

6.5.3 – Development programmes for support staff (at least three)

- Skill development training in ICT • Computer training, • Permission to avail Leave for improving qualifications

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1 Enhanced weightage to continuous internal assessment for college students. 2 Betterment of student support services such as grievance redressal, placement services, and special support to desrving students. 3 Information and Communication Technology (ICT) thrust in teaching learning be enhanced.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	ICT Infrastructure on the campus was strengthened and upgraded to meet the 21st -century expectations of faculty/students. All the classrooms, seminar	25/09/2018	25/09/2018	12/12/2018	300

halls and many of the Laboratories are equipped with the ICT facilities like Internet, Projector,		

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Poster exhibition	12/11/2018	15/11/2018	48	3
Visits to NGOs	06/03/2019	08/03/2019	80	5
Addressing Women's Issues	25/03/2019	27/03/2019	80	5

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Percentage of power requirement of the College met by the renewable energy sources. The college campus has solar lights on its streets. This helps in energy conservation. Rain harvesting pits are present in the campus. The classrooms are all well ventilated with natural light coming in from huge windows. The college campus has beautiful gardens and huge trees and is a environmentally friendly campus.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Ramp/Rails	Yes	0
Braille Software/facilities	No	0
Rest Rooms	Yes	0
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of	Number of	Date	Duration	Name of	Issues	Number of

initiatives to address locational advantages and disadvantages	initiatives taken to engage with and contribute to local community			initiative	addressed	participating students and staff
2018	2	2	05/07/2018	3	Haithaharam	Environmental issues	85
2018	1	1	10/11/2018	1	Road crossing	Safety issues of students	500

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Edu Vision	20/12/2018	Edu vision is a college magazine which is brought out by the college every year. It is circulated to all the college students of B.Ed and M.Ed courses and is also sent to different school teachers and principals. It has articles written by staff and students on Human Values and Professional Ethics. After the release of the magazine, the students are asked to speak on the topics related to professional code of ethics.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Extension lectures and Talks by experts	11/10/2018	13/04/2019	90

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

• Rain water harvesting • Energy efficient lighting • 'Go green, Go clean' is followed strictly. • Plants are well maintained in the campus. • The campus is cleaned regularly and students are also involved in cleaning during the annual citizenship training camp and community service.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice- 1 Title of the Practice: COMMUNITY AS A TEACHING LEARNING RESOURCE - Community to college and college to community. Context of Practice: Bringing community into the classroom or engaging the students in the community

for learning experiences is thought to be frills or rewards that compete with instructional time in the classroom. Changing the educational experiences of students by moving beyond the classroom walls can diversify the array of learning opportunities and connect the happenings in the college with daily life and real problems. Student teachers are trained to bring in the immediate community resources available, which provide direct experience and help the students in constructing and understanding the phenomena. Local prominent/eminent people are brought into the classroom to teach and train the student teachers in specific fields. They provide new information and experiences and link the classroom to the world outside. Objectives: i. To instil the ability to creatively imagine the use of community resources in the better understanding of the concepts. ii. To sensitize the student teachers by inviting guest speakers who give unique insights as well as innovative methods which increase the students learning experiences related to the community. iii. To develop interpersonal relationship skills among student teachers which will enable them to access people and institutions from the immediate community. iv. To employ various techniques such as Community Profiling, Transect walk, Mapping etc., for planning and determining the resources of a community. v. To recognize the purpose, function and value of indigenous communities in order to provide better learning experiences to the inclusive classrooms. Practice: The college organized seminars and workshops by identifying eminent personalities from the community, to give innovative and unique real-life experiences to student teachers in creating an effective and interactive classroom. Mr. Venkat Pradhyumna was invited from the community to tweach the students about Resume writing and techniques to face interviews. Apart from bringing community into the classroom, student teachers were asked to identify various organisations and institutes in the community that can be a rich source of learning. The physical environment around the practice teaching schools was used as living laboratories to study various phenomena. The student teachers are trained: ? Through Guest lectures from professionals of various faculties from the community. ? In Community Profiling to understand the available resources. ? In conducting transect walk along with school students while in internship. ? To identify and visit indigenous occupational sites, to understand their needs, functioning and values. ? To explore unconventional sources or the use of ordinary sources in unconventional ways. ? Spreading awareness about Swatch Bharat amongst Community women. The first year student teachers carried out intensive week long community work at Devarakonda Basti. The area Corporator, Smt.M.Kavita attended the program. College students also did work for an organization called, 'Dobara, 2nd Innings' for old people. ? The students also organized an awareness program for the sweepers of Greater Hyderabad Municipal Corporation. Impact of the Practice: Many characteristics of constructivist approach emerge by moving away from the formal structure of the classroom. Student teachers have developed healthy external partnerships and additional relationships while using community resources to support teaching and learning. They were able to pull together the diverse understandings which their students bring into the classrooms- while in internship. They also build these resources while working with people in the community along with others from the school. Obstacles Faced During Practice and Resources Required: Involvement of all the people in the community was a great challenge. The student teachers felt that many resources (manpower) from the community were unutilised in a proper way because of lack of interpersonal and external partnerships of the schools. Best Practice- 2 Title of the Practice: Sound mind in a sound body – Keep fit, teach fit. Context of Practice: In-order to make a larger impact, focus should be on small things which can be attended immediately. Healthy lifestyle along with physical fitness are important for teachers not just for their obvious personal reasons but also because they set an example to the younger generation. As research shows direct connections between physical fitness and brain health, college has taken measures in training student teachers to stay fit through

practicing healthy eating habits and physical activities which in turn condition their minds to handle all the challenges which they face in school as well as their personal lives. Objectives: i To instil healthy eating, sleeping and physical activities among the student teachers. ii. To expose the would be teachers to the nutrition needs of children of different ages and expose them to the signs and symptoms of various deficiency diseases caused due to lack of nutrients. iii. To sensitize the student teachers about the causes, symptoms and prevention techniques of various health problems that are common among the students. iv. To train student teachers in measuring BMI (Body Mass Index) which enables early detection of health risks. v To employ various physical activities in day to day classroom teaching learning process. Practice: Extracurricular activities which involve physical, mental and emotional faculties of the student teachers are given much priority and were organised in the college. Guest lectures on nutrition, deficiency diseases, physical fitness, yoga and nutritive value of foods were conducted by the college. Food fests were organized and students gave demonstrations of healthy snacks and nutritious foods that can be prepared using low cost ingredients. Student teachers along with the faculty took part in various physical activities as part of curriculum. Student teachers organize pot-luck to display healthy eating habits. Health check-ups are organized by the college to sensitize student teachers on the importance of keeping fit to teach fit. Impact of the Practice: Being active is always fun. Student teachers improve on their social skills and experience positive mental health which relieves them of stress and in turn enhances learning aptitude. Student teachers experience healthy social interactions, cooperation through group activities, teamwork, and lasting relationships. Obstacles Faced During Practice and Resources Required: Old habits die hard and changing them requires lot of time and energy. A proper orientation towards healthy eating and physical activities is still needed. Physical activities are interpreted as physical exercises which need separate time and space to carry out. In the fast-paced world, when everything is advanced through communication and technology, it is quite difficult to choose healthy eating habits.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://gacoe.ac.in/Appraisal/practice.php

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The Vision, Mission and Objectives of the institution clearly point towards quality teacher education based on the curriculum of Osmania university, combined with the core values of the Sultan ul Uloom education society. The college which completed its 34 years of existence in 2019 has a strong bonding with the local people as we have Third Generation students studying in the college. The institution thrives on exceptional classroom experience and does everything it can to ensure that students get the best of the learning ambience, which is a priority here. The classes are interactive with a constant endeavour to train students for the global challenges which lay ahead of them. It's not just the use of technology which is the focus, but a clear analysis and understanding of the outcomes of the teaching -learning process which takes precedence here. This gives the teachers a clear idea of how, where and when the entire process is heading and how the students are going to benefit from it. The feedback mechanisms, constant brainstorming among colleagues to improve the class quality, inputs from the Student Council and individual students, parent inputs and alumni interaction too go a long way in ensuring that only the best education model is available to students. The right mix of experience

and youth among the teachers and absolute parity when it comes to a blend of male and female teachers imparting top notch education, makes the college the ideal choice for muslim minority students who study here. Student experience is of paramount importance to every member of the teaching fraternity and the college management too shares the same viewpoint. The students would vouch for the fact that there is an adequate mix of rules with fun, freedom with restriction and congeniality with control. Preparing students for the future involves equipping them with the knowledge, know-how, skills and attitude to be winners. Student experience is also about helping them to understand their peers better, working together in teams and having the sensitivity to understand others. To accomplish our vision with every advancing semester we earnestly aim to raise the bar and set high standards for ourselves , so that our students have the best possible holistic experience with us. The Counselling Cell, the Placement Cell and a host of club activities with a healthy Mentor-Mentee ratio, Finishing School, Cultural Events and International Day Celebrations, all combine to make the institution an ideal place to pursue their studies. The students of Ghulam Ahmed College are not only guided to achieve excellence in the education but are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. It lays special effort on students understanding of current environmental crisis and through its various schemes like energy conservation, waste management, rain water harvesting, plantation drives urges them to become eco friendly citizens. College in its endeavor to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like Morning Assembly, Harithaharam.

Provide the weblink of the institution
http://gacoe.ac.in/

8.Future Plans of Actions for Next Academic Year

In future the college intends to keep the following points in mind for further development of the college. To increase cut off percent of students at the time of admission. Recommendations of the IQAC to be followed scrupulously. Follow up to be aggressive. Revise curriculum to make it more effective to prepare skilful and humane teachers. Stress to be given to overall development of the personality of teachers. To appoint Qualified and dedicated staff – Candidates with doctorate degree to be preferred. Thrust on Research- To work towards acquiring research projects. Work towards a more participative role Alumni Association Services of Placement cell to be improved. More international schools to be contacted. As duration of the teacher education course is increased , more stress to be laid on co curricular activities. Work towards provision of Hostel facility to the students Work towards provision of Transportation facility for the students To work towards better pass percentage in all the courses of the college To improve on the feedback mechanism Mentoring system to be strengthened. Regular meetings and documentation to be done. Community service and Institution's Social responsibility Fostering Environmental consciousness. To Encourage student teachers to spread awareness about cleanliness near their homes. To plant trees and take care of them.