



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GHULAM AHMED COLLEGE OF EDUCATION**

**H NO 8-2-249 TO 267 MOUNT PLEASANT ROAD NO 3 BANJARA HILLS  
500034**

**[www.gacoe.ac.in](http://www.gacoe.ac.in)**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ghulam Ahmed College of Education (GACE) is a 37 year old Muslim Minority institution, established by the Sultan-ul-Uloom Education Society (SES). Located in the posh Banjara Hills area on a sprawling campus of 22 acres. The college has its own building, it is located in Mount Pleasant, 8-2-249 to 267, Road No. 3, Banjara Hills, Hyderabad - 500 034, Telangana State, India.

Ghulam Ahmed College of Education was established in the year 1985 with the mission of providing quality education to trainee teachers. The courses being offered in the college are B.Ed. and M.Ed. The college is recognized by the Government of Andhra Pradesh and is affiliated to Osmania University. The N.C.T.E., has accorded its recognition to both the courses of the college.

The institution possesses an imposing building spread over an area of about one acre of land, having lush green lawns and beautiful gardens. The institution has all the necessary infrastructural facilities like spacious class rooms with ICT facilities, laboratories, a well stocked library, clean water supply, electricity, generator, intercom system, etc. An auditorium, conference room, transport facility and indoor and outdoor games facility, both for the students and members of the staff are present. The college firmly adheres to norms and standards laid down by the University and National Council for Teacher Education in the best spirit. Schools from different Boards such as State Board, Central Board of Secondary Education, Indian Certificate of Secondary Education, International Schools, etc. in and around it so it has a better exposure during internship at various levels.

The college is run by the Sultan-ul-Uloom Education Society which was established in 1980, and since then has been performing a vital service of imparting quality education to the students.

### Vision

**Vision of the college** is, 'to produce tech savvy quality teachers through holistic teacher education by igniting young minds towards excellence in education and commitment to community'. We envisage our graduates to: master ICT skills, imbibe right attitudes and values, achieve academic excellence through hardwork, develop critical thinking and effective decision making.

The College was conceptualized with an objective of providing opportunities for quality teacher education to its students. The Management aims at developing the College into a Centre of Excellence. The College is committed to uphold the secular values envisaged in the Constitution of India.

The **core values** pursued by the college are as follows:

- fostering intelligence and ethics, rather than be a simple messenger of knowledge.

- ensuring overall development of student teachers.
  - imbining a sense of commitment towards community welfare and eradication of illiteracy among students .
  - working towards improvement of quality in staff and students through use of latest technology.
  - relating education to real life by providing practical field experience in order to adapt to the changes in society.
  - improving the practical researching capacity of students.
- 
- Developing life skills in students.

## Objectives

To foster the academic growth and intellectual development of the students.

To train the students in the art of teaching secondary school children.

To develop an understanding of the problems of the children with special educational needs.

To help in the development of the students over all personality.

To make the student teachers understand the concept, objectives, and need for environmental education.

To help provide financial support to the students in the form of scholarships.

To help in the development of the community and the nation.

To provide equal educational opportunities to all students.

To enable the students to take up research in education.

To meet the global trends and demands.

To foster values in the student teachers.

The Purpose, Mission, Vision and Values are made known to the various stake holders through website, prospectus, induction programs and Brochures.

## Mission

### MISSION OF THE COLLEGE:

1. To be a leader in providing flexible, quality teacher education to the minority student teachers of the community.
2. To provide a high standard of training to student teachers through the B.Ed. and M.Ed. courses.
3. To develop an integrated personality in its students.
4. To orient the students in the foundations of research.
5. To acquaint the in service teachers with the latest trends/contemporary issues in education and help them solve their problems.

Mission of the college is in tune with its vision. To achieve the mission, the college has specific objectives which are based on: Programme Objectives (PO) which are to acquire managerial and administrative skills,

develop the spirit of inquiry through research, integrate diversified tools and technology into the teaching and learning process etc.

The college organizes seminars, webinars and workshopson topics related to education. To foster professional attitudes and behavior, the institute organizes personality development and soft skills training programs.

Aligning to the latest developments in the the field of teacher education, the faculty members are motivated to participate in Faculty Development Programs, conferences, workshops, seminars and also adopt innovative teaching techniques using the digital technology platforms like online teaching. The college associates with schools of repute, colleges of education and other prestigious organizations. Nurturing the creativity in young minds has been one of the top preferences of the institute. With this motto, the college encourages students to use innovative practices while teaching the children in schools. This is a platform wherein students get a chance for hands-on learning with all the tools to explore their talent and creativity. The college promotes sports and extracurricular activities, and community welfare activities through 'Youth for Seva'. The college emphasizes on the importance of inculcation of human values and motivates its staff members and students to participate in social activities. It also encourages the students to participate in Society Outreach Programs like Swachh Bharat Abhiyan, Govt. of India.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

**Strengths :** The college is in the historic city of Hyderabad, located in the posh area of Banjara Hills. It is centrally located and is easily accessible by any kind of transport. It has an academic oriented supportive management.

Housed in a spacious building amongst beautiful surroundings, the college has well equipped laboratories. An auditorium with a seating capacity of 2000 people is present in the campus. The library boasts of more than 10,000 books, DelNet facility, educational journals and magazines. The college follows a systematically designed curriculum which is imparted by the dynamic teaching staff. A number of extension lectures, seminars, workshops are organized in the college and students are encouraged to present papers. Thrust on research is given especially for the M.Ed., students. The admission procedure in the college is strictly on merit basis and as per the norms of the State Government. No donations are taken from the students. The college has an alumni association and has placement services for its students.

Mentoring facility is given to the college students. The college maintains good relations with the schools as the college students are sent to schools for their teaching practice, project work, for collection of data for their monograph work, etc. Every year, orientation programmes are organized for the in service teachers to update their knowledge.

The true essence of our college lies not in our incredible infrastructure or even the systematic curriculum, but rather in our educational vision. A vision

based on societal needs, common sense and educational science. A timely vision backed by knowledge, conviction, commitment and the ability to bring it to fruition. Our vision is our biggest strength. We persevere in educating with a proven methodology designed to nurture the spirit of learning and enquiry, while ensuring

an excellence in academic achievement.

College has a heterogeneous student population, Safe campus and a good image in the society

### **Institutional Weakness**

**Weaknesses :** Fee structure: The fee structure is fixed by the Telangana Admission Fee Regulatory Committee which is insufficient to pay the State pay scale to the staff.

Delayed sanction of scholarship by the State Minorities department adversely affects the students and the college. Transport facilities are not provided by the college. No hostel facility is available. The college has not taken up any major research projects. The alumni association of the college is not very active.

Less scope is given on experimental studies with innovative practices due to rigid almanac in the cooperating schools. Only international and CBSE schools give scope for implementing innovative strategies. To strengthen networking with colleges of high quality at national and international level. Fully automated library is yet to be materialised. The syllabus is over ambitious. It is difficult to do justice to all the activities of the B.Ed., course.

### **Institutional Opportunity**

#### **Opportunities :**

Placement facility available for college students. Technology used to deliver instruction,

staff attend seminars, refresher courses, etc. to enhance their qualifications and experience.

*Establishing linkages and collaboration with State and National level academic institutions.*

*Utilizing facilities available with management for exchange programme for teachers and students.* College has a geographical advantage.

*Quality sustenance and enhancement with available facilities and resources.*

*Teacher Education College in urban area for exploring research and extension programmes*

*Maintaining research culture and professionalism in teacher education system*

### **Institutional Challenge**

**Challenges :** Financial management with deficit budgeting. Too many B.Ed., colleges have come up in Hyderabad, hence the college is facing the problem of filling the seats in the B.Ed., course.

Developing formal consultancy plans.

Starting a multi-disciplinary/ 4 year teacher education program. Planning a multidisciplinary flexible

curriculum with knowledge of pedagogy, practical work and apprenticeship based vocational courses.

Student Mobility, Multiple entry and exit

High quality teacher training to combat with emerging global standards . Attitude of the entrant towards teaching profession Life skill based conceptual teaching

Module enrichment programmes for gifted children

Competency based data management/ e. governance Strengthening in-house research publications

Generating funds from alumni and Corporate Social Responsibility (CSR)

Re-structuring credit system based on NEP 2020

Organising programmes on Continuous Professional Development (CPD)

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

**Curriculum planning :** The curriculum of both the courses is framed by the Osmania University and the college prepares its own Academic calendar based on the feedback collected from different stake holders. Importance is given to national issues, environmental education, values and ICT in the curriculum. Along with theory, practical work is given a lot of importance to. Seminars, FDPs and community welfare programs are organized.

**Academic Flexibility :** A variety of activities are planned to provide academic flexibility to the students like class room lectures, tutorials, value added courses, extension lectures, oral presentations, workshops, field work, practical work in laboratories, web based learning, etc. Students have a choice to opt for the optional subject of their choice. Teaching is made a reflective practice through discussions, stimulating experiences, review of research articles, etc. Stress is on multi skill development of the students.

**Curriculum Enrichment:** The curriculum of the B.Ed. and M.Ed.programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of a global curriculum. Seminars, extension lectures are organized, periodic tests are conducted. The programme's gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).

**Feedback on Curriculum:** is attained through feed back forms, from students, teachers, employers, alumni and Practice teaching schools. The feedback is analysed and action is taken accordingly.

#### **Teaching-learning and Evaluation**

**Criterion II – Teaching-learning and evaluation**

The admissions in the college are made strictly on merit basis. An induction program is conducted for the students after the students join the college. The diversity of students is honored, they have freedom to teach, write exam in the language of their choice. Bilingual method is used by the lecturers, books of different difficulty levels are available in the library. Advanced learners and slow learners are identified and activities are planned for them accordingly. Mentors are allotted to students.

Major focus in the college is on the teaching learning process. Teacher preparation, professional growth, emotional stability, sensitization towards social issues, inclusiveness are given importance to. These are aligned with PLO's and CLO's in congruence with NAAC, NCTE and international standards. The progressive performance of the student teachers' is closely monitored through continuous internal assessments, reflections at the end of lessons, summarizing learning outcomes, etc. Capacity building through ICT mediated lessons in designing e-content and on-line proficiency in technological tools are a few strategies used while preparing the students teachers' for their internship. Creativity, critical thinking and problem-solving skills are developed through various activities. In order 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, research aptitude, aesthetic sensibility, reflective journal writing, dispositions through portfolio, automation techniques are all for proving professional standards.

Members of teaching staff are selected with care and they are provided with facilities like a well furnished library, free access to internet, FDPs and other facilities.

**Infrastructure and Learning Resources****Infrastructure and Learning Resources**

The infrastructure of the Institution is as per the NCTE norms. The college is housed in a permanent building of its own. There is provision for adequate number of classrooms, seminar hall, with LCD projectors, separate rooms for the Principal, faculty members, office and a storeroom. All the rooms are well furnished and ventilated. The size of instructional spaces is more than 10 sq. ft. per student. The college has all the laboratories as prescribed by the syllabus of Osmania University. There is a playground with facilities to play indoor and outdoor games. Facilities shared with other institutions of the parent society are– Canteen, Health center, gymnasium, swimming pool, play ground and an Auditorium. Rest room and washroom facilities for men and women are available. No Hostel facility is present for students.

Care is taken to update the building, laboratories and learning resources in the college. Sufficient budget for the infrastructural augmentation is allocated excluding salaries. The institution has a qualified librarian, Books are added to the library every year, Internet facility, WIFI and DELnet software are available in the library. Stock checking is done by the librarian every year. Annual Maintenance Contract is made with a private company for maintaining all the computers in the college.

Computer cum language lab has a server with LAN and internet connection. During the pandemic, online classes, you tube content, MOOCs, Swayam, e-books, google classrooms, email blogs, WhatsApp, were extensively used for individualised and effective teaching-learning and evaluation purposes.

## Student Support and Progression

Student Support and Progression – The institution takes special care for student preparedness. An induction program is planned for the students when they join the college. The pre-requisite knowledge and skills are assessed to have a mind-set towards completion of the course and teaching profession. Efforts from entry to formative level are planned to develop an all-round personality. Students' pre-requisite knowledge and skills are assessed through tests to know their interests, aptitude, strengths and weaknesses, etc. The mentors in college maintain the profile of the students' to analyze their language barriers, negative mind set towards teacher profession, personal commitments, for an overall progression. A continuous support is provided through personal health care, medical check-up and counselling for a conducive learning environment. Legal advice is rendered on request. Seminars, workshops, webinars are organized to reinforce the content taught. An excellent library with reference books, journals, magazines and internet facility helps students for reference and to progress to higher education. In depth content in core papers enables students to appear competitive examinations. Students are guided to obtain scholarships, to avail concession in fee, remedial teaching. Add on certificate courses and EPC's are designed to bring out the hidden potentialities of the students. Campus placement service is organized. Students face mock-interviews before attending the campus placement. Engaging students in task-based learning not only in academics but in recreational activities too. All the activities of the college, curricular, co curricular and extra curricular, are planned and implemented in a systematic manner.

## Governance, Leadership and Management

### *Governance, Leadership and Management*

College Management is progressive, democratic, open-minded, non interfering. The college has substantial capacities with its vision and leadership, a supportive governance focusing on highly qualified compassionate teachers with a balanced personality. Management provides a digital platform and technology supports classrooms for micro - teaching sessions, webinars, etc. Ample freedom is given to re-design the pedagogical strategies. The management interacts with expertise during statutory and IQAC meeting to design a comprehensive curriculum. The source of revenue and income generated is through fees collected from the students of B.Ed and M.Ed courses and the interest from the FDR receipts.

Welfare measures are executed by the management through financial, academic and personal assistance. Administrative and academic audit to prove transparency is taken up. Management provides the digital world and IT infrastructure for accessing information networks for faculty, student, researchers, administrators, alumni and parents. The college provides a healthy, clean, immaculate physical environment as well as academic and support facilities that are reliable, vibrant and prone to high performance for personal and professional growth. In order to achieve these, the College of Education has a dedicated Governing Body which has architected system and processes for regular and timely maintenance for optimal utilization of infrastructure and academia. Fostering leadership qualities in student teachers is one of the best practices. When student teachers go for practice teaching, a group leader is selected in each school. The internal quality assurance cell reviews the Teaching learning process, performance of the lecturers, students, etc.



## **Institutional Values and Best Practices**

Institutional Values and Best Practices - Human Resource development and Qualitative growth are focused in the college. With this in mind a series of organized activities are planned and conducted to produce competent, well informed, capable teachers. The college strives to engage the teacher's in outreach activities and extension programmes. Environmental issues emerging to adopt to preserve the flora and natural resources are given importance to. The college has an energy policy and a set procedure for implementation of waste management. It has an MOU with a company for waste management. Rain water harvesting is done in the campus. Institution is committed to maintenance of cleanliness and providing a pollution free healthy, plastic free environment.

The Code of Conduct of the college is displayed on the institution's website.

This institution has tailor-made efforts in pedagogical skills for training the pre-service teachers towards employable skills. We train teachers to review, revitalize and conceptualize employees as resources. In order to face the challenges of fast - paced, highly dynamic, teachers for 21st century, we believe in developing the inner energy as an integral part of teacher preparation. An apprenticeship model is evolved to develop co-scholastic domain of teacher's personality. As days progress towards modernization, the requirement for technological gadgets are installed in every classroom and in the premises to be user friendly with the new dimensions of teaching – learning process with an e - platform

## **Research and Outreach Activities**

Research is promoted in the M.Ed. course by making monograph work compulsory for the M.Ed students. Lecturers are encouraged to publish research articles in educational journals. Books related to research are purchased for the library. Many seminars, conferences, workshops are organized and attended by the college lecturers. Instructional material developed by the college includes books, Powerpoint presentations, teaching aids , functional/working models , Question Banks , etc. The faculty members publish papers in several educational journals and newspapers. Most of the Faculty members guide the students in their research work at M.Ed. Community welfare activities are a compulsory part of the M.Ed and B.Ed courses. Orientation Programmes for In service teachers are organized by the college. The college has MOUs with several, schools, colleges of education and NGOs. It utilizes the community resources by inviting community people for guest lectures , sending students to different schools & institutes for their project work, visits to science fairs, etc Social and citizenship values are developed in the students through the celebration of the National festivals , National integration day , teaching of national songs , and through seminars and extension lectures . The Advisor of the College is a member of Board of Directors of many reputed schools in the city . The faculty members are in the selection committee of the school for the appointment of teachers. Many literary and cultural programs are organized in collaboration with schools and other colleges of education.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GHULAM AHMED COLLEGE OF EDUCATION
Address	H No 8-2-249 to 267 Mount Pleasant Road no 3 Banjara Hills
City	HYDERABAD
State	Telangana
Pin	500034
Website	<a href="http://www.gacoe.ac.in">www.gacoe.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vibha Asthana	040-23280281	9949900733	040-23350605	vibha162001@gmail.com
IQAC / CIQA coordinator	N Saroja	040-23280282	9550559585	040-23350605	sarojanagulapally55@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

**Recognized Minority institution**

If it is a recognized minority institution

Yes

[Minority Status Certificate.pdf](#)

If Yes, Specify minority status

Religious

MUSLIM MINORITY

Linguistic

Any Other

**Establishment Details**

State	University name	Document
Telangana	Osmania University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

**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	<a href="#">View Document</a>	29-05-2015	84	BEd and MEd courses are recognized by the NCTE from twenty fifteen onwards

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	H No 8-2-249 to 267 Mount Pleasant Road no 3 Banjara Hills	Urban	24	4062

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Teacher Education Institute	24	GRADUATION	English	100	82
PG	BEd MEd,Teacher Education Institute	24	BACHELOR OF GRADUATION	English	50	50

### 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	1				3				22			
Recruited	0	1	0	1	1	2	0	3	4	18	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				0			
Recruited	1	0	0	1	2	0	0	2	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	6	5	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	2	0	0	2	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	15	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	0	0	2
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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
	0	0	0	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	3	0	0	0	3
	Female	79	0	0	0	79
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	48	0	0	0	48
	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	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	1	1	1
	Female	63	56	31	38
	Others	0	0	0	0
General	Male	0	9	8	5
	Female	79	84	110	88
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		144	150	150	132



1. Multidisciplinary/interdisciplinary:	<p>The College adheres to the Vision of National Education Policy, i.e., to provide high quality education and to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, multidisciplinary curriculum is being offered, which gives freedom to the student to choose their preferred options from the range of courses offered by the institution. Emphasizing the key principles of NEP, the college provides diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Integration of Drama &amp; Art, use of ICT in teaching-learning process are some of the multidisciplinary courses offered the programs. Value added courses, involvement of students in programmes of National Priority, skill development workshops are some of the programs organized by the college to develop all round capacities of the students. The faculty encourages the students to identify, analyze and present solutions which are innovative, creative and unique to the teaching-learning process. The college has linkages to various academic, industry and voluntary organizations which help the management to prepare the student teachers as per the demands of the global industry.</p>
2. Academic bank of credits (ABC):	<p>The pedagogical approach of the institution is student centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments, assignments EPC presentations are used to evaluate the student's learning outcome. The institution preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliated university, (OU) and Higher Education Department. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by student previously could be forwarded when the student enters into the program again. Appropriate Technical support system also has to be established.</p>
3. Skill development:	<p>A teacher plays an important role in developing quality citizens, who later lead an effective life for</p>

productive contribution to the wellbeing of society. Thus, the teachers of the college sensitize students with changes that are taking place in the education ecosystem. As stressed in NEP 2020, college emphasizes on Collaborative learning (interaction between fast learners and slow learners) through peer teaching, where advanced learners teach and help slow learners discuss and clarify topics. Also, the college employs team teaching where a group of teachers will deal with a particular phenomenon and its different dimensions. A pedagogical shift in lesson planning, study notes preparation and presentations has taken place from “mind filling to mind forming” and the faculty of the college do the appropriate planning in advance. In this regard a well-designed pedagogical hand book is compiled by the college. This provides as an instructional manual. In the context of NEP 2020 implementation, students are given orientation on the changes envisaged in the policy. Efforts are put in by the management and the faculty to enable students to think out of box, enrich teaching-learning, evaluation process; besides, research and extension activities. It is because of this attribute that they are known as innovation ambassadors. The students as well as the faculty share their ideas and innovations with their colleagues and students. Soft skills are developed through certificate courses, methodology and core subjects. Value added courses on soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc. are provided to the students. Students are trained to learn to prepare e-modules by integrating ICT into their lesson plans. The institution provides opportunities to students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Entrepreneurship training certificate course has been provided to the student teachers to enhance skills to set up their own schools. Special/Extension lectures to inculcate values are arranged. Activities such as debate, essay writing, elocution drama, dance etc. are conducted on themes like communal harmony and human rights to develop humanitarian values. The institution’s skill development efforts are evident through its curriculum, electives courses as well as pedagogical transactions.

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Regarding the adoption of Indian languages, the college offers Indian languages like Urdu, Hindi and Telugu. College envisages on the preservation and promotion of mother tongue/native languages. Baithbaazi competition is organized in college for students to develop interest in the language and get motivated towards it. This competition is related to Urdu sher shayeri. Student teachers improvise plays from burning topics of the present day and the content of the school text books and present it through visual arts and crafts or performing art, in one of the Indian languages. College is creating provision for installing language translation software in all the computer systems. Teaching-learning instruction is imparted bilingually in the institution. Telugu and Urdu are the Indian languages offered as Method I and Method II at the U.G (B.Ed.) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach. The folk literature of India is highlighted through folklore emphasizing the attitudes, myths, customs, traditions, festivals, arts, crafts and so on, through “Cultural Studies” project. Students of M.Ed. course are encouraged to do research on Indian Knowledge system, Indian Language, culture, etc. Faculty as well as students are encouraged to take up online self-study courses - SWAYAM from NPTEL portal. Incentive schemes are available for the staff on successful completion of these courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning. The objectives set out in the NEP on OBE are Competency, standard, benchmarks, and attainment of targets. In addition to this, the OBE incorporates three elements Theory of education, A systematic structure of education, and a specific approach to instructional practice. The college offers two programs, i. e., B. Ed. and M. Ed. The curriculum of both the courses is designed keeping in mind the regional and global requirements. The college clearly states the Program Outcomes (POs), Program Specific Outcomes (PSOs) and the Course Outcomes (COs). The courses offered are designed with outcomes centered on the levels elaborated by Bloom’s taxonomy. Apart from the</p>

	<p>domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the PO-PSO philosophy. All courses syllabus has been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP. Thus, in order to achieve the learning outcomes, a variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning, internship and research work are adapted by the college.</p>
6. Distance education/online education:	<p>The college has used the opportunity and potential of the faculty and infrastructure in offering the courses through online platforms during the pandemic. Students were taught the regular B.Ed. and M.Ed. courses through online mode for two semesters. Students were encouraged to take up courses for their upskilling. As MOOCs have emerged as a platform of open and distance learning and SWAYAM platform is offering MOOCs, our institution encourages students of B.Ed. and M.Ed. courses to attend these lectures. New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices will be introduced as value added courses to the students. Technology will be used to improve multiple aspects of education for the benefit of the students. This requires institutional arrangements with regard to infrastructure that ought to be provided for teacher educators and students. The institution encourages use of online portals, online presentations, seminars, puzzles, quizzes, Google forms and so on. Google classroom supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. Face to face interaction with two-way video, two-way audio interfaces will be provided. There are numerous challenges in online assessment and examination. The existing digital platforms are used extensively but equipment will be expanded further to meet the current and future challenges.</p>

## 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
132	150	150	144	146
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
93	93	93	93	93
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**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
131	141	146	131	138
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	141	141	130	130
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
132	150	150	144	146
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
26	26	26	26	26
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	26	26
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

**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
28.82	44.23	61.72	31.13	29.03
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

**3.2****Number of Computers in the institution for academic purposes..****Response: 80**

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:**

**The Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Ghulam Ahmed College of Education is affiliated to Osmania University and the revision and upgradation of the syllabus is done at the University level, the college has a mechanism for effective, documented curriculum delivery.**

**The initiatives taken up by the Institution are as follows:**

**For effective curriculum delivery:**

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

**For the execution of the curriculum:**

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

**The Advisor and Principal of the Institution conduct meetings with the teaching staff to develop strategies for effective implementation of the curriculum. This phase includes the following processes:**

- Drafting of the Academic Calendar and timetable**
- Preparing the Lesson Plans**



- Scheduling the various academic activities.
- Setting up all the technical support for effective class delivery.

The college also receives input from various stakeholders for the constant development of the curriculum. Based on the suggestions received from alumni, parents, and students, the institute offers various value-added programs to help meet the needs of the educational institutes.

For a systematic plan and execution of syllabus completion, the vice principal takes care of balancing the timetable schedule with regular university prescribed subjects, value-added programs and other special and remedial classes for students.

At the commencement of each academic year, the institution conducts an induction program for newcomers. Every faculty member provides the students with individual time plans and reading lists for each course, so that the student can gauge with a degree of clarity, what portion of the curriculum will be delivered within the stipulated time frame. Besides traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum interesting for the students. The institution provides encouragement and training to students to use different software to develop videos, e content and use Smart board, create blogs and upload materials. Extension lectures by eminent professors and heads of institutions are arranged. The students are sent to schools for macro teaching and the schoolteachers are oriented to evaluate them in a systematic manner. Strict discipline is maintained, and attendance is made mandatory when students go for practice teaching.

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

**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	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:** 100

**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
21	21	21	21	21

**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
21	21	21	21	21

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2 Average Number of Value-added courses offered during the last five years****Response:** 14.8**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
35	20	05	09	05

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 86.57

#### 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
130	145	150	100	100

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 100

#### 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
132	150	150	144	146

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

### **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**

**A fundamental or coherent understanding of the field of teacher education:**

The curriculum of this institution offered for the B.Ed. and M.Ed. programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of a global curriculum. The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, extension lectures, discussions, debates, projects, assignments. Students are provided conceptual knowledge and application to create representative models and simulation scenarios.

**Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization-**

Procedural knowledge for different levels of school education, primary, middle and high school levels are included in the pedagogical methodologies that are specific to one's chosen area of specialization. Each student chooses 2 methodology subjects and specializes in them. M.Ed students choose to specialize in Elementary or Secondary Education in the III and IV Semester. The internship is bifurcated into observation phase and in- the- school teaching. During the observation phase student teachers observe the lessons of experienced teachers of different classes- at all levels. Students take up Art and craft work which they can use at any level in school.

**Capability to extrapolate from what one has learnt and apply acquired competencies-** Students extrapolate from what they have learnt in theory subjects and practicals in college and apply the acquired competencies to new situations when they go to schools for practice teaching. The theoretical knowledge is put into practice through various projects and activities that students take up in college. In M.Ed course the students put their theoretical knowledge of research into practice when they take up monograph work. The students acquire theoretical knowledge of communication skills, life skills and practice the same when they go for Internship.

**Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

These skills are introduced in the theory, practical and projects in both the courses. Through the add-on Certificate courses, reflective journal and the Enhancing Professional Competencies (EPC) courses, students are exposed to the 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. Activities both individual and group (academic and co-scholastic) like writing articles for college magazine, literary competitions, Community welfare activities, committees meetings, are all built in modalities that fine tune student teachers skills.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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 of both B.Ed. and M.Ed courses covers the theoretical aspects different School Systems exhaustively. Under the Subject, ‘School Organization and Management’ in the B.Ed course (III Semester), students are given a thorough exposure to different school systems. The courses give a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC) and Central Board of Secondary Education (CBSE).

**Functioning of Various Boards of School Education-** Students are sent for Observation to schools following different School Systems. They are also sent for Internship to schools following SSC/CBSE. The educational thoughts of both Western and Indian thinkers are taught familiarizing the students in epistemological bases of curriculum of the school systems. 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. The student teachers are exposed to different pedagogical practices of Boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes.

**Assessment Systems:** In B.Ed I Semester EDN-2, and in the methodology papers, ‘assessment for learning’ and scholastic achievement record caters to the various forms of assessment of different Boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are taught focussing on diverse boards. 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 analysed from international context. Students are familiarized with the global norms and standards for teaching and evaluation. Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all taught as per the functional differences of each school system.



**State-wise Variations:** The teaching staff of the college is from different States and they give examples of the practices in schools in their State. Students who come from other States also share their experiences. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education “Current Challenges in Basic Science Education” are also considered.

**An International and Comparative Perspective:** Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western Vs. Eastern thinkers, their ideologies and approaches 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. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Provision for 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.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:

From the institution's inception in 1985, the vision, mission and objectives framed provides holistic education to pre-service teachers. Morning assembly focuses on the spiritual realm, the divine guidance required for imbibing spiritual quotient. All courses are branched out having theoretical as well as practical aspects integrated to skill based learning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge to bring linkage. The EPCs which are a part of the B.Ed course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations.

A thorough theoretical exposure combined with practical work ensures that students derive professionally relevant understandings and consolidate these into professional acumen.



A methodology lesson is translated into a drama concept. Certificate courses are offered to students to provide extra knowledge and skills Eg. Certificate courses in soft skills, conversational English, basic skills in counseling reflect in their capacity building. The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials, prepare students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues. Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in students' placement for their profession. At the PG & UG level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up is given.

A few activities through which students derive professionally relevant understandings and consolidate these into professional acumen are: - Maintaining an e-port folio- Writing articles for the college magazine. - Maintaining a self-reflective diary - Designing innovative lesson plans – community service for empowering women. - E-content development - Preparation of Multiple Choice Questions (MCQs). The functionalities of MOOC's such as SWAYAM, Open Educational Resources (OER's) are told to the 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.

Workshops, seminars and conferences were organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:** A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following****Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 96.27

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 29.38

##### 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
127	141	138	139	138

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

**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 35.46**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
39	32	57	65	63

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

The process of enrolling students to the B. Ed. and M.Ed. programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing university. The Telangana State Government conducts an entrance exam for admission into the B.Ed. course - EDCET and the Convener, EDCET allots the students to the college.

Induction programme is organised for the Freshers to ease the transition into new course. Ice- Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, orientation on School visits and internship, Enacting, Talks by professionals which includes alumni on various themes, Mentoring: Mentor-mentee allocation, orientation to SWAYAM self-study courses are the main areas focused upon. Various subjects and the practicum of the programmes is explained to the students to ensure proper understanding and attainment of the learning outcomes.

The institution conducts entry level test on school subject content to ascertain the subject proficiency and to understand the teaching aptitude of the student teachers. Immediate feedback is given to the students based on the performance in the test which helps the subject teachers to train the students in mastering the subject content as well as understand the strengths and shortcomings. Based on the student's performance, students are identified as advanced, average and slow learners.

Internal assessments are conducted before the semester exams through various modes such as paper pencil

test. Internal marks are given to the students for projects, assignments, participation in classroom activities etc. Based on the performance of the said, remedial measures are taken up for the students to improve in various faculties. Special training on communication, soft skills and personality development are given throughout the course for the wholistic development of the students

Remedial classes are conducted after each semester exams targeting those students who need individual attention. Slow learners enrol themselves for these special classes to get help from subject experts. Question banks are created by all the subject faculty to help the students. The medium of instruction is bilingual, which helps students coming from various language backgrounds.

Peer tutoring is provided by taking help of advanced learners who have some mastery over a subject and allocating them to help the others. Identified students with subject expertise are allotted classes to be taken. Students with excellent skills in art, craft and other co-curricular areas are given provision to showcase their skill set and give training to others. Advanced learners are made part of research activities carried out by the college.

For average learners, well framed Time table which includes all type of activities and classes is top most priority. Guest lectures, extension lectures, workshops, seminars, field trips are arranged for all the students to address the diversity among them.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 5:1

**2.2.4.1 Number of mentors in the Institution**

Response: 26

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The faculty provides a variety of learning experiences, which makes learning more individualized, creative and dynamic. Efforts are taken to maintain conducive atmosphere for better teaching-learning process in the college. The very atmosphere of the college is eco-friendly with its greeneries, giving a pleasant atmosphere for learning.

**Experiential Learning:** Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their

**Practice teaching and Internship** under the supervision of their teacher Educators. Students are taken for Field Visits to different places like special schools, residential schools, schools under different managements so that they can gain first hand experiences. Mock Interviews are conducted to prepare students for their placement sessions and instil skills related to facing an interview. Students are taken on field trips to interact with the artisans and understand their skills, opportunities and challenges. Thus, enriching the student teachers with local arts and crafts and enabling them to integrate these in their school teaching practice.

**Participative Learning:** To ensure student centered learning, the institution organizes different guest/extension lectures, seminars and workshops such as making teaching learning materials, organizing Exhibitions, and also encourages students to organize class seminars. Participation in programmes both intra and inter college competitions etc. develops participative learning among all the future teachers.

**Problem solving Methodologies:** Opportunities and proper guidance is given to the students to conduct action research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyse, interpret and find solutions to the problems.

**Brainstorming:** Brainstorming sessions are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and in pedagogy subjects so that teacher trainees also learn how to use this as a method in their teaching.

**Focused group discussion:** Teacher educators teach through lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. Students actively participate in the class under proper monitoring by the teacher, facilitating an aura of a healthy discussion.

Opportunities are created for free interaction among the students through celebration of important occasions like National and International Days of importance, National and religious festivals, cultural competitions, sports and games. Debates and symposium are organized for active learning.

**Online mode of teaching:** Conducting online classes through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Various online assessment tools like google forms, Kahoot, mentimeter, nearpod, quizzes, wordwall, etc. are taught to the students which can be used by them further.



File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 74.62

#### 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
20	20	19	19	19

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 100

#### 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:** 132



File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

**Response:**

Response:

**Working in Teams:** The students work in teams in the following activities organized by the college- Celebration of 76th Independence Day- Celebrated Azadi ka Mahotsav on 15th August, 2022. Students participated in singing, dancing and skits. Brain Storming Sessions were held on topics like 'Presentation skills' etc. A Mock Parliament session was organized. Morning assembly is held every day. Skits, Role play sessions were organized on importance of "Girl Child Education". Group Discussion sessions were

organized on “How to make teaching more effective”.

Women’s day was celebrated on 9th March, 2020. Constitutional Day, National Integration Day, quiz, debates, Cultural Fest, celebration of festivals, TLM exhibitions are held. Students are continuously mentored to participate actively in all these programs and they worked in teams in all these events, starting from planning to successful execution.

**Dealing with Student Diversity:** Students with diverse backgrounds join the college. Their needs are catered to by the mentors. The pedagogy of mixed-ability groups is managed informally in the college. Routine class assessments and teacher-learner contact help identify slow learners who are given informal assistance to improve their academic competence. They are grouped together for remedial programmes. Entry level assessment in subject content to understand the readiness of student teachers to take up the professional course is conducted every year. Students who are weak in subject content knowledge are given academic counselling by respective mentors. Student teachers who were identified as advanced learners were assigned to identify problems to study and conduct research. They helped the school teachers in identifying teaching-learning related problems and find plausible solutions.

**Conduct of Self with Colleagues and Authorities** -Awareness programs are organized in the college on ill effects of ragging, students are a part of many committees in the college and by attending the meetings they learn how to conduct themselves with Colleagues and Authorities. Students are made aware of the code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills.

**Balancing Home and Work Stress-** Any disturbances in families of the students are noted by their mentors and rectified if possible. Phases of internship and field projects are stress related, therefore, lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

**Keeping Themselves Abreast with recent developments in education and life-** Seminars, webinars, Extension lectures, value added courses are regularly organized to acquaint the students with current updates in the areas of knowledge, technology and evaluation. During morning assembly a session on briefing with emerging issues, news updates and reading, reflection on educational innovations is included.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

#### Case 1

Case-1 is a student of the B.Ed. course. In the 2 years that she spent in the college, we could develop creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. through the teaching learning process.

Ms. Juhaina Sabreen (2019-21 batch), bearing Roll No.: 162619701057 developed intellectual and thinking skills by acquiring thorough knowledge of theory subjects. The Lesson planning technique like micro-teaching, macro-teaching, reflective reading and writing which was taught by the methodology teachers were implemented in the internship program by her through different approaches and methods of teaching.

In her Art & Craft Practical, she learnt the art of Rangoli, Oil Pastels, Poster Coloring, drawing, and Sketching. This helped her to prepare teaching aids during internship.

The Activities that nurtured creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. in the student in her two-year course are as follows:

**Theory papers-** Thorough content knowledge is given to the student through various theory papers. Activities such as debates on current affairs, brainstorming sessions on social issues, library hours, value added courses etc. are organized in college which helped the student develop intellectual and thinking skills, better problem-solving abilities, and also exhibiting deeper comprehension.

A number of assignments and field experiences are given to the students through which she developed creativity, innovativeness, intellectual and thinking skills. Reflective reading and teaching fostered thinking skills in her.

Through Art and Drama, the student developed Holistic Learning by integrating Creativity, innovativeness, Personality Development, Problem solving skills, Leadership skills, Cooperation and Collaboration while presenting the lesson.

The project on Self Development (Communicative skills, life skills and yoga) helped in inculcating a better Social Functioning, Decision Making, Critical Thinking, Interpersonal Skills, Empathy, Life skills, Resilience, Coping with stress.

The various activities under Internship and pre internship like micro teaching and reflective teaching helped the student to acquire self-confidence, understanding of teaching learning process, teach and reflect on her own strengths and weaknesses. Preparation and use of digital lesson plan helped her in enhancing ICT skills which enabled her to present the class innovatively.

She presented various Seminars and this experience helped her to develop credibility in disciplines, reflect upon instructional strategies, and prune her presentation skills.

She prepared and used different types of creative teaching aids with fine dexterity and agility. She brought out innovative models and craft items from the waste material.

The CCE record helped the student to systematize strategies for effective teaching, analyze data and develop higher order thinking skills in analyzing the classroom data.

Activities organized under the 'Nai Taleem' scheme of MGNRE developed the skills of Self Reliance and service to others. Her participation in Awareness Programmes on health and environment like tree plantation, cleanliness drives, protection from diseases, etc. helped to integrate Biodiversity, develop empathy, life skills, love for nature and the concept of 'health is wealth' in her.

Consolidating and organizing her novel work by Preparation of E-Portfolio enabled her to develop personal organization, reflection and presentation to a range of audience.

## Case 2

Case-2 is a student of the M.Ed. course. In the 2 years that he spent in the college, we could develop creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. through the teaching learning process.

Mr. Mohammad Azgar Ali Baba bearing Roll No.: 162620709002 is pursuing M.Ed. from this college. The course exposed him to a lot of theory and practical activities that developed a variety of skills in him. The internship programme, field visits and dissertation work reflect his expertise in various life skills through his creativity, innovativeness and thinking ability.

The Activities that nurtured creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. are as follows:

Theory papers- Extensive content knowledge is gained through various theory papers which strengthened his cognitive and intellectual abilities. Assignments and field experiences enabled him

to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.

**Dissertation-** allowed him to present his findings in response to a question or proposition that he chooses. The aim of the project is to test the independent research skills students have acquired. Analytical and problem-solving skills were developed with a creative bent of mind.

**Internship** helped him to integrate the knowledge and skills that he learned in the classroom with actual work experience while preparing for his job.

Through the practicum of Academic Writing, he developed the skills of analysis and critical review writing. Literary activities like participation in Quiz, Debate, skits, Group discussion, etc. augmented self-confidence, strengthened interpersonal skills and helped him demonstrate his novel ideas.

**Communication Skills** practicum enhanced his expression and comprehension as well as developed information processing skills.

**Expository Writing** helped the student to critically review and communicate factual information from reliable sources.

**Self-Development and Professionalism** practicum gave the student first-hand experience in developing social skills, he understood the concept of, 'self-help is the best help', he could take more logical decisions. Critical Thinking, Interpersonal Skills, Empathy, etc. also were enriched through this practicum.

Through group discussion, the student developed Social Functioning, Resilience, information processing and problem-solving skills.

**Cultural Activities, Outreach programs and Community welfare** activities developed the concept of 'work is worship', helped to create social solidarity and cohesion, fostered social inclusion, community empowerment, capacity-building, and enhanced confidence, civic pride, and tolerance.

**Field Visits to different schools-** ICSE, CBSE, SSC, Special schools, etc. broadened his perspective on educational system and its management. He analyzed the issues and best practices from the grass root level.

**Workshops & Seminars** provided the platform for him to learn new aspects, others perspectives, latest trends in education and update through networking. It also helped him to discuss, brainstorm through free flow of ideas, identify problems, make decisions and develop solutions.

**Yoga Practice** sessions helped him to improve attention and concentration, reduce stress and develop balanced attitude.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** A. All of the above



File Description	Document
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above



File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

**Response:** The internship program is spread over all 4 semesters of the B.Ed course and in 2 semesters in the M.Ed. course.

**1. Selection/ identification of schools for internship:** is done keeping in mind the proximity, the abilities of the students, medium of instruction, methodology requirements of the schools etc. Permission is taken from the DEO, Hyderabad after finalizing the list of schools.

**2. Orientation to school principal/teachers:** Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters with the

school principal. Principals of the schools are oriented towards their responsibilities and role and requested to appoint senior teachers as supervisors to the students. Once supervisors are finalized, they are oriented with the evaluation and observation procedure.

**3.Orientation to students going for internship:** Students have to practice teaching skills in the college before they go for macro teaching in schools. They take up micro and reflective teaching in college where the teacher educators correct their lesson plans and lessons they take. They also give demonstration lessons to school children and the trainee teachers observe these lessons. After getting the syllabus from schools, trainees prepare period plans and get them corrected by the methodology lecturers. They have workshops on preparation of TLMs, evaluation tools etc. Before internship, orientation to SAT, Action research project, community service, etc are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in SAT record. Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools. Prior to M.Ed. internship, orientation is given for Phase 1 in second semester and phase II in third semester.

**Phase 1-The phase 1 Internship programme has two aspects that are kept in mind: Observation of peer teaching sessions and internship at B.Ed. College Internship at B.Ed. College:** Students are taught instructional designs and to maintain reflective record. M.Ed. students observe the innovative lessons of B.Ed. students in phase 2. They go to special schools and special educators orient about the activities to be taken such as observe their classes, assist them for duration of 64 hrs.

**4. Defining role of teacher of the institution:** The teachers role is: to make student teachers perfect in school content, to orient them on academic standards, Blooms taxonomy, preparation of teaching aids; teach them to write period plans, plan the internship schedule, supervise micro and reflective teaching lessons in college and macro lessons in schools, guide in preparation of SAT record, action research, community work, etc; plan their final lessons..

**5. Streamlining mode/s of assessment of student performance:** Micro and reflective teaching is observed by college lectures and peers. A Rubric and observation sheet is maintained. Macro lessons are observed and supervised by college lectures and school supervisors.

**6. Exposure to variety of schools:** Students are sent to special schools, government, private, aided, international schools of different boards -CBSE, SSC, ICSE.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 7.71

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

Response: 17

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

**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: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**

**Response:****Institution adopts effective monitoring mechanisms during internship programme****Response****Microteaching, Internship and Reflective Teaching**

The candidates present two microteaching lessons in each Method and two period plans before their peer group as a part of their Reflective Teaching before going for Internship. These lessons are monitored and evaluated by the teacher educators in the college.

During the internship period, the candidate teaches 40 period plans from each of the methodology subject respectively under the supervision of the trained subject teachers. During the Internship period, the concerned lecturers of the Colleges of Education visit the schools in turns and observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student's work. The final practical examination is conducted by two examiners – one internal and one external, assigned by the Osmania University.

**The Head Masters/Mistresses of Cooperating Schools** are oriented about their role and responsibilities before the internship begins. They monitor the attendance and regularity of B.Ed. student teachers, their participation in School assembly, different value added activities, preparation of time table, conduct of tests, preparation of report cards, clean and green program, eco-club, conducting science fairs, exhibitions, festivals, cultural and literary programs, remedial classes, parent-teacher meetings, school management committees (SMCs), field trips, excursions and all other activities of the school. The performance of the students is monitored by senior school teachers and the school HM. They monitor discipline, behavior, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programs also.

**School supervisors** are the senior teachers who monitor the classroom performance of the students and also record their remarks in the period plan books of the candidates.

**Teacher Educators** monitor the planning and implementation of period plans and assessment tools during micro, macro and reflective teaching. M.Ed. internship programmes in B.Ed. colleges are monitored by teacher educators and peers. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. Each lecturer in the College of Education will act as a mentor. They are responsible for monitoring the overall progress of the student teacher, i.e., attendance, preparation for practicum, Internship and his overall participation in the B.Ed. programme. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the B.Ed. programme.

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

**Role of Self:** Every student teacher assesses his/her own growth from semester I to IV, through a reflective analysis and improve upon themselves through peer assessment process from their peers and P.G. students. In the reflective journal and portfolio projects, students are monitored and credited based on their self-

worth. Each student teacher reflects on their experience via the Reflective journal, portfolios and peer assessment on their areas which require improvement.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 30.77

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

**Response:** 8

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 0.28

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

**academic year**

Response: 7.2

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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

Seminars, workshops, guest lectures and other extension activities are various enrichment programmes organized by the institute for ensuring professional and career development of the teaching staff.

For the professional and skill development seminars, workshop, extra mural talks are being conducted in the institution. The head of the institution allows the teachers to attend training programmes like refresher course, workshops and orientation programmes. After coming back, they share their experience and newly acquired knowledge with their colleagues.

The institution encourages the teachers and staff to take part in national and international seminars, computer training programme, internet use and learning, use of Audio- visual aids etc. ABL (Activity Based Learning), ALM (Active Learning Method) and ICT (Information Computer Technology) methods are also adopted. During teaching sessions PowerPoint presentations are encouraged to be used.

During staff meetings, emerging areas of teacher education are discussed and evaluated.

The staff discuss and share information about the teaching policies, NEP 2020, and the latest information of the UNESCO Global Framework of professional standards.

Related field of study are taken up by faculty as put forth by IQAC.

Teachers conduct research along with students in areas that affect the student learning.

Faculty members refer to latest books in the library and use DELNET facility to update themselves. Free WIFI facility is provided to all staff members in the staff room.

Faculties members undertake add on courses via MOOCs, to enhance professional growth.

All faculties are encouraged to attend orientation and refresher courses and other programs recognized by



UGC.

Faculties, who attend or participate in short-term courses, orientation programmes or workshops, brief the other staff members on topics of concern and interest, with regard to teacher education programmes.

An in-depth study of the NEP 2020 was taken up and the implementation schedule prepared, the topics on which the would be teachers are to be oriented were enlisted.

The faculty members organize seminars , webinars, capacity building sessions for in-house members (colleagues) in trending topics and areas of interest. IQAC puts forth challenges in emerging new domains of knowledge and these are studied for personal growth of faculty & institution.

The new aspects of teaching learning are researched upon and are implemented in schools during internship. On a rotational basis, competitions are allotted to staff, in order to give maximum exposure to various areas so that they have a cross-sectional perspective of the various projects in all the four semesters. In-house deliberations take place informally in the staffroom on topics related to educations.

Faculty members are invited by the affiliating university to prepare e-Content and these tasks engaged enhances their academic and technological skills.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

**Response:**

**The college follows a system of continuous internal evaluation. It starts at the time when the students join the college.**

**Tests in School subjects – After the students join the college their knowledge in different school subjects is tested by conducting tests in school content.**

**For assessment of theory, the performance of students is assessed through mid term exams, and pre-final exams. Feedback is provided to them. Unit tests are also conducted by lecturers after completion of a unit.**

**Assessment Of Practical Work**



**Evaluating the student teacher's proficiency in teaching :Micro teaching and reflective teaching–** Each students practices teaching 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, reflective 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.

**Internship:** The teaching lessons of the student teachers are evaluated by experienced school teachers. An evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools.

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 along with the question paper and get it corrected by their methodology lecturers, only then they administer the test.

The students are evaluated for their teaching practice, scholastic achievement test record and other activities they take up during internship.

**Out reach activities:** are taken up in the schools and slum areas. Students submit a record of all the activities they conduct and are evaluated for the same.

**Evaluation of Projects :** The students have to complete many projects 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.

**Evaluation of practical work in laboratories –** like psychology and science laboratory, mathematics lab.etc.

**Assessment by mentors-** this takes place on continuous basis for 2 years.

The assessment for M.Ed students includes review of a book or article,

ICT based teaching and seminar presentations

The M.Ed. students are sent to other colleges of education to take classes to the B.Ed students. Their teaching is evaluated in the colleges by teacher educators.

A shift in evaluation from offline to online mode through Google workspace using digital tools Quizzes, Google forms, Mentimeter, Google White board etc was implemented during pandemic.

The internal assessment marks are forwarded to the Controller of examinations, Osmania University, soon after the project or assignment is completed.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Students have easy access to teachers and the principal. The principal informally meets the students frequently to know about their grievances, if any, and to take steps for their redressal.

A ‘Grievance Box’ is also present in the college where the students can write about any problem with their name or anonymously and drop it in the box.

College’s mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and their mentors 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 victimised. A Grievance committee is present in the college and Written grievances received are discussed in the committee meeting and resolved on a case -by – case basis.

**Exam Revaluation:** If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The principal appoints examiners other than the previous assessor and if a change is found it is rectified.

**Re-schedule of Examination/Internals:** In unavoidable circumstances, a re-scheduled time table is prepared for smooth functioning of exams as well as to see that all students could appear for the same.

Students who have shortage of attendance too can avail the College’s grievance process. Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate. Students with attendance of 65-74% are permitted to appear for the semester-end exam on producing a medical certificate and a condonation fee.

**Examination Time:** Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief examiner by permitting them 15mts extension. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad.

During the pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, for example link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts. The mentors dealt with the grievance that was addressed and resolved.

Not many grievances are received from the students with regards to examinations.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

**Response:** An academic calendar is prepared by the college before the commencement of the academic year. This contains all the important information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar is prepared as per the NCTE norms of having hundred working days per semester. After completion of 100 days, there are examinations conducted by the Osmania University. The orientation & field work, practicals and showcasing of projects are earmarked meticulously.

The academic audit conducted which ensures the compliance to verify with documentary evidence. The process is as follows:

**Teacher:** Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. The type and schedule of internal evaluation is Planned in consultation with the principal.

**The Principal-** compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC.

**IQAC:** The IQAC compiles the inputs received from the college and a comprehensive plan is prepared and uploaded on the college website.

Syllabus completion reports are taken from the staff members from time to time to ensure that they are following the academic calendar.

In staff council meetings, the academic calendar prepared is discussed and reviewed to see that all the lecturers are following it and that the activities are being conducted as planned. The Principal frequently reviews the semester's progress and provides suitable suggestions. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:

#### Response

All the teaching learning components at Ghulam Ahmed College of Education are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University.

- 1.The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches.
- 2.The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system.
- 3.The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.
- 4.The practical activities in alignment with PLO include assignment, seminar presentation, observations, reflective journal, subject textbook review etc. which facilitates critical, reflective thinking and communication.
- 5.Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.
- 6.Research work focuses on global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.
- 7.Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching.
- 8.Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. Induction programme, celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications.
- 9.Value added courses provided by the college develop a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme. Mentoring of students where the mentor

teachers supervise the performances of their Mentee throughout the course is also an effective lever. Time tables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course. The institution conducts two internal assessments in each semester to prepare the students for their final examination.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.2 Average pass percentage of students during the last five years

**Response:** 97.96

#### 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
131	141	141	130	130

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Response

1. The teaching learning process of the institution is student centric with experiential, participatory

learning, problem solving, and other emerging pedagogical approaches. The assessment processes adopted by the college enables smooth transaction of curriculum creating a link between learner, syllabus, content, and skills with required support system.

2. The practical activities in alignment with PLO include assignment, seminar presentation, observations, reflective journal, subject textbook review etc. which facilitates critical, reflective thinking and communication. Each of these activities are assessed through the rubrics provided by the affiliating university. The college set a standard of minimum of 70% to be attained each of the student. Students who do not attain the requirement are identified and attention given in areas of improvement.
3. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge. The internal assessment results, semester examination results enable the faculty to identify students who are weak in disciplinary knowledge and help them with remedial measures.
4. Research work focuses on global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it. Presentation of the dissertation work before external helps the student to develop self-confidence in planning, organizing, analyzing and reporting their research and also to further their research studies.
5. Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at secondary level of teaching. The feedback given by peer and the faculty helps the students to re-plan, re-teach and get feedback to refine their skills.
6. Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. The observations, formative assessments help the faculty in planning and providing opportunities to the students based on their needs.
7. Celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications. Students actively plan, organize and execute these events under the guidance of the faculty.
8. Value added courses provided by the college develop a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity. Students are motivated to take up these courses for career growth as well as for lifelong learning, which helps them in their wholistic development.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



**2.7.4 Performance of outgoing students in internal assessment****Response:** 97.71**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 128

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Response

Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective. The results of assessment conducted by the college on various aspects provided qualitative information that helped faculty determine how they might improve courses and programs through changes in curriculum, teaching methodologies, course materials or other areas. The assessment results when integrated into the planning cycle for curriculum development and review, provided powerful rationale for securing support for curricular and other changes.

The **Entry level assessment results** of the students helped the students who were weak in subject content to improve in it. It also helps students and faculty in analyzing their preparedness in taking the program.

The participation and involvement of the students in **classroom activities** is informally assessed by the subject teachers through observation. The mentors counsel and guide them to become active participants.

Participation and presentation of various activities and skills by the students in **EPCs** is assessed through rubrics and the mentors guide the students in improving those skills.

**Internal assessments** conducted twice a semester, helps the students to analyze the course content knowledge and mentors guide them in preparing for university exams.

Teaching skills of the students are assessed through rubrics and the methodology teachers along with peer give them feedback. Students show improvement in the second cycle of **micro teaching** and **reflective**



**teaching** itself.

The school supervisors provide their valuable feedback through rubrics on presentation of lessons in the **Internship program**. Students show tremendous improvement in their teaching skills by the end of the internship program.

**Semester end results** show the progress of the students from their initial internal assessment results in theoretical knowledge.

From the initial proposal presentation to the final viva voce of the **dissertation**, the students show refinement of their research skills.

All the projects/curricular and co-curricular activities, community engagement, etc., are assessed through formal/informal rubrics and immediate feedback is given to the students for improvement of the same.

Overall, by the end of the two-year B. Ed./M. Ed. course, students from Ghulam Ahmed college of education develop Pedagogical skills, Teaching competencies, Effective Communication skills, Professional ethics, Scientific temperament, Psychological attitude towards school students, Management & Team work abilities, problem solving abilities, Critical thinking, Action research skills and a Positive approach.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 0.4

**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	1	1	0	0

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 0.02

**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
1.5	0.0	.1	0.00	0.00

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 0.5

##### 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
5	8	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 0.77

**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
1	12	3	1	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response: 9****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
12	3	11	10	9

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

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 95.71**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
130	140	143	138	140

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 69.11**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
132	147	110	50	60

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

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

#### **Response:**

**Describe the way in which outreach activities conducted sensitized students to social issues and community development:**

**Several Outreach activities are conducted in the college to sensitize students to social issues and community development:**

Ghulam Ahmed College of Education has strived to live by its motto, “Lighted to enlighten”. The students of the college organized ‘Beti padao Beti Bachao’ programme, adult education camps in slums, visited Home for the Aged, co-operating with the State government for adopting government schools for practice teaching, remedial programmes for illiterate adults, etc. It collaborates with the NGO ‘Youth for Seva’ and organizes activities like Blood donation camp, Women’s day, etc. They visit special schools, participate in events such as awareness programs and vaccine drives.

**The Outreach activities of the college can be categorized under 3 programmes -**

**1. Awareness and Sensitization programmes-** The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in taking up humanitarian activities and community engagement programmes. Programs of Gender sensitization were organized. The college works closely with the SHE teams of the Government of Telangana. Adult education programs, community awareness programmes are undertaken on varied topics including environment related issues, health issues, problem of aggression among adolescents, precautionary measures in the usage of social media, etc. The students visit “orphanages” and “homes for the aged” and distribute tangible gifts, sharing joy and blessings for the underprivileged. Participation in such activities have sensitized students towards various social issues. While pursuing these activities, Student teachers learn to communicate, manage and lead others which contribute towards holistic development.

**2. Capacity Building Programmes -** The students join the Pink Ribbon walk meant for cancer awareness, other Walks for AIDS awareness, and MGNCRE’s Community Extension activities. B.Ed students enrolled in the VENTEL programme – Vocational Education Nai Talim. This program involves Experiential Learning . Students served as volunteers in the MGNCRE Beat Covid volunteering programme under MHRD. Students rendered a lot of help during the pandemic period to the needy. These activities taught them to strengthen life skills and to emerge as morally conscientious citizens. Students also enrolled in Mega Vaccination Drive that was undertaken in association with Cyberabad Police Department and GHMC. Working outside the college campus gave avenues for students to reflect and learn, gain self-confidence, autonomy, respect and appreciation for others, to develop competency in community work and to be adaptive which help to become able leaders and morally conscientious citizens. Yoga is given a lot of importance to in college.

**3. The Green and Clean Initiatives.** College students planted trees at various locations in the old city of Hyderabad. They spread awareness on importance of a Plastic Free Environment, Swachh

**Bharath programme,etc. The college is located in a beautiful green campus. Each one plant one, reducing the usage of paper, Best out of Waste programme with a focus on 3 R's, rain water harvesting and compost pit helped in inculcating environmental values in the students.**

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response: 3**

#### **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
2	1	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **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: 10**

#### **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
10	0	14	14	12

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 16

#### 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: 16

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 the physical infrastructure for teaching learning strictly as per the NCTE and Osmania University norms. The environment is serene, lush green and eco-friendly. The college has a built up area of 4062 in sq.mts. The facilities available in the college include:

**Classrooms:** The institution has spacious, well-equipped, well ventilated classrooms with LCD projectors and WI-FI connectivity. Adequate tutorial and smart classrooms are present.

**Laboratories:** The institution has well-equipped laboratories in all method subjects, to conduct experiments. Educational technology lab. and Psychology lab. Are also present. Additional facilities are available to address content beyond syllabus, projects and research activities.

**Seminar Halls:** The institution has 2 seminar halls to conduct seminars, conferences, guest lectures and workshops. Seminar halls are equipped with LCD projectors, WIFI connectivity and are air conditioned with seating capacity ranging from 200 to 300.

**Library-** There is a well stocked library in the college which has a rich collection of books, journals and e-resources covering the B.Ed and M.Ed. syllabus as well as reference books in various subjects. The Library has adequate seating capacity. It has a reference section and DELNET facility. Internet facility is provided in the library. Staff and students are able to access online journals.

**Computing Equipment:** there are 80 computers available within the institution. In case there is a need felt for further development of the infrastructure then discussions are held with the management and accordingly, appropriate decisions are taken.

**Sports Field:** The college has huge sport fields for different out door games like basket ball, cricket, throw ball, volley ball, badminton court, etc. Equipment for many indoor games is present. Like carroms, chess, ludo, etc.

**Fitness centre, Equipment:** A well furnished gym with changing room is present in the campus for the use of college students.

A huge **auditorium** is also present in the campus.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 76.92

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

Response: 10

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

Response: 13

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

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

**Response:** 20.01

##### 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
1.7455	7.46	12.96	8.13	8.706

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 library of the college is located on the first floor with good infrastructure and ambience. There is regular subscription to newspapers, magazines and journals, thereby augmenting the library as a rich source of knowledge.

The College has progressed from a manual facility to an automated Integrated Library Management System (ILMS). Users could perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books in the library with precision. However, users had to frequent the library to check out and return books. With the partial automation of the library system, identifying and physically locating books was facilitated.

Content Supported: textual materials (e.g., books, periodical articles, encyclopaedia, Policies on Education, web pages, full text, CD-ROMs, training materials, Power Point presentations video clips, images etc are available for teaching learning purposes.

The college Library is partially automated through (Edu.Tech. V.1.0.1 Library Software) which is connected with one server and Local Area Network. This software is of assistance to the Library for its housekeeping operations such as acquisition cataloging, circulation, OPAC, serial control, stock verification etc.

DELNET facility is available to the staff and students of the college.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

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

**Response:** The college library is a window to the latest information in teacher education, sciences, humanities and social sciences, for both the students and teachers. Being an integral part of academic and research work, the library provides information services to support the teaching and learning, research and outreach activities of the college by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software DELNET. The librarian can acquire books, catalogue, circulate and loan, and manage book inventory. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme. However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries. The inventory of all the books browsed can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service. To expand the library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research. Electronic copies in pdf format and/or links to the e-Books are sent to the library email, the electronic books are downloaded into the drive, catalogued and uploaded into the library catalogue. All e-Books can be available for referencing online without eliminating the physical check-out requirement. More than one user can access the e-Book simultaneously. Students and faculty are continuously involved in the process of identifying e-Books. The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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:** A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 5.56

##### 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
9.9279	0.6180	8.8140	6.0629	2.3740

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **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:** 2.89

##### **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:** 84

##### **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:** 98

##### **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:** 123

##### **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:** 76

##### **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:** 76



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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1 Institution updates its ICT facilities including Wi-Fi

**Response:**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

RESPONSE: The institution is equipped with high speed internet and Wi-Fi enabled campus. There are eight LCD projectors, two laptops, one smart board, projected, digital camera. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system. College has close circuit cameras. Computer systems are upgraded as per the requirements of the college.

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

Computer cum Language Lab. has a server and twenty systems with LAN and internet connection. Language lab has headphones, interactive board and internet.

Maintenance and upgradation of the IT infrastructure is regularly taken by the college authorities. Teachers are given training to ensure optimal utilization of IT facilities. The computers in the laboratory are provided with high-speed internet with a power backup facility and professionally designed infrastructure. The students and faculty members are given complete freedom to use the WIFI and internet facility and are provided free access to the lab. Computer systems, UPS, Software, and Servers are maintained by outsourced technicians, Lab Assistants, and Lab-In Charges. There are 80 computers in the two computer laboratories. All repairs and maintenance expenses of the lab are borne by the college.

The Educational Technology (ET) Lab: It is equipped with LCD projector, laptop, and other audio-visual equipment. Classrooms have computers, LCD projector with screen and audio system for teaching-learning purpose.

Accessibility: The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed and B.Ed, office, library, and computer lab. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials.

ICT facilities to enhance teaching competencies and for research. Software: The institution uses predominantly Windows 7 and 10, MS office 2007, SPSS, Adobe reader. During covid-19 conditions, conferencing apps were installed to conduct online classes smoothly. LMS and MOOC platforms were extensively used.

The college has traversed from normal internet to high speed internet and an additional leased line. Upgraded from bandwidth speed of 200 Mbps to 750 GB.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 400

##### 4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 400

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>

#### 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: 50.71

##### 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
16.3	13.44	21.7	22.5	24.9

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

##### 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:

**4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities:**

Response: System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers and committees assigned under each head.

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with necessary equipment to ensure comfortable seating and facilities. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are available on the campus. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty of the campus. Pollution control plants, fruit trees, medicinal plants, xerophytes, various flowering plants are grown to maintain green and eco-friendly campus.

The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipment and website, computers through Annual Maintenance Contract (AMC).

Library :The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms.

Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. The book(s) once issued, can be renewed if there is no reservation for the particular book. Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without Id card. The borrower is solely responsible for the book(s) borrowed against their membership.

News about conferences / seminars and workshops are sent to various groups through whatsapp or online.

Staff / students can use library for their academic and research purposes.

Book purchase procedure- Librarian will call for books and journals and book selection is done by the faculty and students of library committee.

The Computer lab maintenance is done by services. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution. Network or system problem are dealt by Act Fibre net. Regular maintenance of Computer Laboratory equipment is done by AMC. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.

Various Committees are present in college to support service, student welfare and meet their needs.

Maintenance of canteen to ensure healthy and hygienic food practices, is done by Canteen Committee.

Provision of grievance cell, sports facilities, and gymnasium and maintain of green and eco friendly campus is under the purview of different Committees.

File Description		Document
Any additional information		<a href="#">View Document</a>
Appropriate link(s) on the institutional website		<a href="#">View Document</a>
Link for additional information		<a href="#">View Document</a>

NAAAC

## 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:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** A. Any 5 or more of the above



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Percentage of placement of students as teachers/teacher educators

**Response:** 56.02

#### 5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
67	80	81	81	68

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education during the last completed academic year

**Response:** 44.27

#### 5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

**Response:** 58

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 9.51**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
30	15	0	12	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

Response: Institution facilitates students' representation and engagement in various administrative, cocurricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms ) After the new batch of students join the college, class representatives are

elected through elections. The college has an active and well constituted student council that meets formally and informally. Elected members of student Council include Class representatives and representatives of methodologies such as Mathematics, Physical Sciences, Biological Sciences, Social Sciences and English. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The student council 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, extracurricular activities, Seminars, Conferences, etc are organised after a detailed discussion with the student council. While focusing on issues related to teacher preparation and education in general, the Council's activities include organization of workshops, cultural and social events, etc. They regularly report to the principal and discuss curriculum, school internship modalities of school syllabi and all other aspects of concerns to them. They also take leadership in activities related to Culture, Science, Social Studies, Mathematics, Language, Sports, Technology and Psychology.

The members assist their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-curricular activities in the college such as, requests for spacing dates for different projects, seminars, submission of assignments, etc. The Chairperson calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The function of the student council is based upon Institutional guidelines. In addition to organizing events that contribute to the institution's spirit and community welfare, it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of significance and through these they develop responsibility and leadership. They take initiatives to organize Annual day, sports day, literary competitions, food fests, etc. Student representatives play an active role in almost all the committees in the college, like the sports committee, library committee, the culture committee, the research committee, etc. Two students are there in each Committee that takes important decisions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years****Response:** 21**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
25	20	20	20	20

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

There is an active alumni association in the college. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni Association of the college was registered in the year 2022. Alumni meet is conducted once or twice a year.

Regular meetings of the association have contributed to the growth and development of the institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities of a knower, improving marketability in student-teachers through certificate courses, etc.

The previous objectives of the association are re-visited and certain areas strengthened by the executive members to create and establish Alumni endowments for granting the scholarship, prizes, medals, subscribing e-books, donations and gifts. Supportive and amicable alumni network is most valuable to the college, and they act as Ambassadors in contributing towards academics and liaison activities. A wealth of experience and skills shared with inhouse students via talks in Induction programs, placements, bring better prospects in teaching. Because of the dedication and gratitude, many Alumni promote placements for

the Institution. Our Alumni play a role in placements, career guidance and in other areas. Alumni meetings are held periodically inviting potential achievers among in-service teachers whenever a new domain of knowledge explosion has to be debated. Alumni are involved with the faculty of the college to discuss about innovative pedagogical innovations and practices experimented, so that they are further applied and assessed in the classroom situations for more authenticity.

- Alumni give short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni guide the post graduates on educational, vocational or personal basis.
- Alumni help in pre-Internship of new students as they tell them the nature in schools and everything related to it.
- The Alumni living abroad stay in touch with the college, they help the students by telling them how they can go abroad after B.Ed for further studies.

Alumni who are highly accomplished, experienced in any field of expertise are invited as guest faculty, judges and address during occasions etc. Two **Significant Contributions from the Alumni** –

**Guidance for Higher Education:** The Alumni, pursuing their higher studies in various universities across the world, share their experiences and help the students in choosing specialization for higher education. The Alumni guide students appearing for SLET, NET, PGECET, GRE, TOEFL, IELTS and other competitive exams.

**Guidance on Placements:** Our Alumni are placed in various reputed schools and colleges of education. They help the students to prepare for placements by giving suggestions on improving articulation and soft skills. They share their valuable experiences at work, so that students get accustomed to different work environments and learn standards of work and ethics.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 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
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:**

Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. An alumni representative is a member of the IQAC of the college. The alumni are invited to publish articles in the in-house research journal. They are informed about the seminars and workshops for professional development. The rich practical experiences of alumni are tapped and recorded for further reference. Regular communications are through whatsapp with regard to government notifications and other educational matters. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations



etc. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Alumni are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement. Thus, Alumni create linkage with service and professional organizations in the field of education. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as skits, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college. There is an active alumni association in the college. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

The members of the Alumni are eminent personalities from the teaching profession. They share their experience with the students and motivate them for their career development in various domains. They provide valuable feedback that helps in providing enriching insights in various areas to the institution. Alumni share their experiences and knowledge in various disciplines which inspire students. The alumni give support to the students through interaction, guidance and placement. Alumni help in creating career opportunities for the students. Alumni come to campus as recruiters for their institutions and provide opportunity for students to work in their institutions. Alumni guide the students regarding various scholarships provided by government and non government organizations for higher studies. Alumni guide the students how to crack in competitive examination. They even brought out an Alumni journal which is displayed on the college's website. They gift books to the library.

Alumni expressions were considered in the areas of guidance and counselling the below socio-economic level students for their vertical mobility. All these valuable recommendations made us organize community engagement programs, various talks on strategies to promote attitude towards self /others, and develop assessment rubrics, publishing their ideas in our in-house journal "Eduvision".

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

**Response:** The Governance of the college is reflective of and in tune with the vision and mission of the institution. The college Principal, as the Head of the institution, carries out the lead role in planning various activities keeping in view the Vision of the college in mind, which is

'To produce tech savvy quality teachers through holistic teacher education by igniting young minds towards excellence in education and commitment to community'.

**Mission:** To be a leader in providing flexible, quality teacher education to the minority student teachers of the community.

To provide a high standard of training to student teachers through the B.Ed. and M.Ed. courses.

To develop an integrated personality in its students.

To orient the students in the foundations of research.

To acquaint the in service teachers with the latest trends/contemporary issues in education and help them solve their problems.

**Governance:** Institutional governance is completely in tune with the vision and mission of the college. Ghulam Ahmed college of Education was established by the Sultan Ul Uloom Education Society in 1985 aiming at becoming a pioneer in the field of Teacher education. It is managed by Board of Governors.SES. The Board of Governors, constituted as per the norms, meet at regular intervals to reviews the operations of the institution and provide guidance for further improvement.

**Perspective Plan:** Based on the Vision and Mission of the institution, Quality Policy is framed and driven by the needs of the stakeholders. A Strategic plan is prepared for 5 years with suggestions from IQAC and activities are planned accordingly. The IQAC advices on maintaining the quality of education in the college.

**Participation of teachers in decision-making bodies:** The Staff of the college supports principal in the day to day administration and activities. Different committees with Senior members of teaching staff as Chairpersons are constituted to ensure smooth conduct of all the activities. Regular monitoring of the activities is done by the Committee heads. Their functioning is regularly reviewed and their responsibilities are rotated and changed as and when required. All the faculty members are actively involved in the decision-making bodies of the institution viz., IQAC, staff Council and all other Committees in the college. Faculty members are nominated as members of various committees such as Anti-Ragging & Disciplinary Committee, Grievance Redressal, etc. The faculty members are actively involved in organizing committees of various college events like Annual day, Cultural fest, Orientation day, Alumni day, etc.

The reaccreditation process is being taken up with the concept of decentralized sharing of duties and responsibilities. Core teams are made for each criteria and for data collection, compilation and



presentation of data sets.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

**Response:**

**Response: Decentralization and participative management –**

The college has a decentralized mechanism in effective leadership, financial, administration and academic affairs. The governance of the college includes a Governing Council (GACE), Board of Governors (SES), Principal, IQAC, Academic staff Council, members of teaching, non-teaching staff, representatives from students, stakeholders and alumni. The Board of Governors (SES) regularly review the functioning of the college. The Governing Council meets regularly and ensures that the college complies with statutes, ordinances and provisions of the regulatory bodies such as the NCTE, UGC, State Government and Osmania university.

**Participative Management** -is promoted at the strategic level, functional level and operational level. **Strategic level:** The Board of Governors (SES), the Governing Council and Principal are involved in defining policies, framing guidelines, rules, regulations pertaining to finance, admission, examination, code of conduct-discipline, grievances, support services, etc.

**Functional level:** An academic calendar is prepared at the beginning of the academic year and all the activities of the college are planned accordingly. The head of the institution periodically organizes meetings with senior faculty members for the improvement in academic activities, R & D activities, training and placement activities, curricular, co- curricular and extracurricular activities and establishment and up gradation of laboratories as per curriculum. Different Committees are formed with staff and student representatives. Principal is authorized to spend an amount of Rs. 10,000/- without seeking prior approval of the management.

**Operational level:** The college staff interacts with Osmania University professors and government officials of Telangana as and when required. The staff and students help in smooth execution of

different academic, administrative, extension related, co- curricular and extra curricular activities.

**Case Study: Decentralization and Participative Management to organize the event - “Annual Day” in college on**

The Head of the Institution identifies and deposes a senior faculty member as convener to organize Annual day function. The convener organizes a meeting with senior faculty members and students to discuss various activities to be conducted as part of the event. After conducting many meetings, they come out with the proposal of a set of activities to be conducted with budget and other requirements to the convener. Convener submits the proposed budget to the head of the institution. The Head of the Institution discusses the budgetary requirements with the Hon. Secretary, SES for approval. Convener is communicated with the budget allocated for conducting various activities in the college. After the completion of the event, the Convener submits the statements of expenditure incurred, to the principal. She in turn sends it to the account section for verification and settlement.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:** Proper procedures are adhered to as per the norms of the State Government, NCTE and affiliating university in governing the day - to- day functions of the College.

**Financial :** All expenditure proposals are budgeted and approved by the Governing Body before the financial year begins. Regular internal and external auditing is done in the college. The Office computer contains all the data of the allocation under different heads and the expenditure details. The audited report and the balance sheet is uploaded online. Financial audit is done by an external auditor.

**Performance Appraisal Report (PAR)** contains the details of the budget expenditure, it is also uploaded to maintain transparency. Records of revenues generated in the form of student tuition and other fees, faculty examination duty fee, procured through other institutions are maintained.

**Academic:** The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement of weak students are in place. Provision for re -evaluation of answer scripts at the

semester end examinations is available with the university. Guidelines governing the B.Ed. and M.Ed. programmes, rules of attendance and of examination are available on the college website as well as in the prospectus. Paper - wise performance indicators are displayed and communicated to the students through the syllabus, notice boards and during orientation. Library services are automated for student access ability. Registers are maintained to record internship performance, feedback from participating schools are shared and discussed with the students. Election of office bearers is through democratic polling. Practical examinations are assessed by internal and external jury. M.Ed. semester end examination assessment has double evaluation. Statutory bodies are represented by faculty, management, subject experts, industry, nominees from private and government, universities, alumni of the College and parents.

**Administrative:** Admission notification is given in leading newspapers for admission in Management quota of B.Ed. course. Admitted candidates are interviewed by the Principal. The fee structure as given by Telangana state Admission and Fee Regulatory Committee (TAFRC) and the admission process are adhered to. The staff student ratio is maintained according to the NCTE norms. Staff vacancies are advertised. An appraisal system is in place. Faculty is trained through participation in Continuous Professional Development. All required records and registers are maintained. Decisions made by management are announced to faculty members through staff meetings. Performance Appraisal Report (PAR) is submitted to NCTE and All India Survey for Higher Education (AISHE) to Ministry of Human Resource Development (MHRD). Data format containing the details of the student is submitted to Electronic Development Programme (EDP) of Osmania University.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

**Response:**

#### 6.2.1

**Response:** Strategic Development Plan is drawn in light of the College's vision and mission. Major thrust areas and actions are identified in the strategic development plans which are drawn once in five years. The institution has successfully achieved most of the targets set in the years 2015 to 2020. It was successful in producing quality teachers with good communication skills. The major thrust area these days is to develop ICT skills in the would be teachers. Inclusion of a lot of practical work in the course curriculum has helped in achieving the goals set in the 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 institute has developed a strategic plan in the year 2021 for five years with the help and suggestions from all the stakeholders. The strategic goals of this plan were:

**Strategy #1: To establish better academic practices and procedures.**

**Strategy #2: To be a choice for good quality and competent faculty.**

**Strategy #3: To produce professionally competent and ethically strong graduates.**

**Strategy #4: To encourage Research & Consultancy.**

**Strategy #5: To develop a smart campus.**

**Strategy #6: To strengthen placement facilities.**

**Strategy #7: To build a healthy relationship with the alumni.**

**Activity successfully implemented based on strategic plan :**

**Strategy #3: To produce professionally competent and ethically strong graduates.**

**Task under taken: To Foster Excellent Teaching Skills In Students.**

**Goal: The vision of the Sultan ul uloom Education society is to produce quality teachers through holistic and innovative practices in teacher education by igniting young minds towards excellence in education and societal commitment.**

**The Context: Day by day the passion for teaching is diluting and the urge for improving the standard of living is increasing. To improve the quality of teaching and to develop professional commitment, there is an urgent need to instill perseverance, dynamism, sublimation, discipline, truth in the would be teachers. To develop an integrated personality students were acquainted with**

innovative practices, self development , latest trends/contemporary issues in education, etc.

**Implementation strategy:** The knowledge and skills of teaching were inculcated in the student teachers through micro teaching and reflective teaching. Peer evaluation was done for the program to be more effective. Innovative teaching practices and ICT mediation in teaching were taken up with the intension of making class room teaching and learning more interesting and efficient. Project work and showcasing before the jury was made compulsory to enhance self confidence, self expression and leadership skills in the students. Self development skills were developed through practice of yoga and co curricular activities. Participation in National and State level seminars, group discussion and role play was encouraged. Guest lectures, inter-institutional interactions, online self-study , use of audio visual media and web based materials etc were organized.

**Achivement of goal:** The students benefitted from the different programs as they facilitated development of different skills in the teachers. The self confidence of the students improved drastically.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

**Response:** Ghulam Ahmed college of Education was established by the Sultan Ul Uloom Education Society in 1985 aiming at becoming a pioneer in the field of Teacher education. The college has a clearly defined organizational structure and administrative set up to support decision making processes.

The policies and procedures on academic matters & administrative setups are taken care by the following council committees/ institutional bodies.

**Board of Governors, SES –** The college is managed by the Board of Governors, SES. Which is the major decision-making body of the college. The Board of Governors, constituted as per the norms, meet at regular intervals to reviews the operations of the institution and provide guidance for further improvement. The main functions of the governing body are decisions on administrative and academic matters, communications from NCTE and State Govt, physical infrastructure facilities, new programmes /additional intake, policies for faculty & Staff, faculty recruitment, student welfare measures and approval of budget. The Service rules of Sultan Ul Uloom Society provide policy

framework and direction to the functioning of the college.

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

**Staff Council:** This Council is constituted to deal with all academic related affairs of the College, academic staff, academic planning, Instructional issues, Co-curricular activities, & Extra-curricular activities and maintaining discipline in the College Campus.

The institution's constituted committees for implementing quality initiatives and transparent administration for the benefit of the students, faculty and staff at various levels are: Committee for Code of Conduct Student's welfare Committee • Discipline Committee • Anti-Ragging Committee • Grievance & Redressal Committee • Women Grievance & Redressal Committee • R&D Committee • Library Committee, etc. Every Committee constituted has its own terms of reference and responsibilities. The convener of the committee schedules the meeting of the members at regular intervals and/or as per the need. The decisions taken are documented in the form of minutes of the meeting. In the due course of time or in the subsequent meeting, if necessary, the action taken report, is also submitted for approval.

**Other Academic and Administrative Duties:** The principal monitors the various academic and administrative matters. Vice Principal, senior faculty, Coordinators and In-charges provide academic support to the principal. Administrative officers assist the Principal in administrative activities. Training & placement cell conducts training in skill development and provides placement assistance. Examination Cell Incharge monitors the conduct of internal & external examinations. Librarian performs all activities related to library. Research & Development cell motivates the faculty members of all programs for R&D activities in the area of their specialization and help their professional growth. Office superintendent (Academics) will monitor the administrative activities related to academics. Senior Accounts Officer assists the principal in financial matters. Service Rules, Policies and Procedures: The service rules and policies regarding recruitment and promotion are prepared as per NCTE and Osmania University norms. The same is available on the college website and circulated among all sections in the college.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

Ghulam Ahmed College of Education has a structure that embodies various committees, bodies and cells. The operations are carried out through regular meetings. The minutes are maintained and action taken reports are minutely detailed, and signed by the Principal.

The minutes and decisions taken are reflected on the college website for transparency.

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

One decision based on the minutes of the meeting of Staff Council that was successfully implemented:

**Decision taken in the Staff Council meeting held on 20-2-2021:**

Ms. Zeba Mujeeb Khatoon	Asst. Professor, Princess Durru shehvar College of Education for Women	1. More activities should be included in the curriculum to obtain mastery of teaching skills, especially ICT skills.
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More activities should be included in the curriculum to obtain mastery of teaching skills, especially

## **ICT skills.**

Teacher education institutions are expected to train students to meet the global demands by integrating information and communication technology in the respective subjects. The college is expected to educate future teachers in professional knowledge and practice.

### **Implementation of the recommendation:**

The institute tried to foster ICT skills in students through following activities-

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

### **Evidence**

The students gained the knowledge of using technology and incorporated in the classroom transaction during their internship programme. Students with the help of audio, video and power point presentations made their classroom teaching very effective.

### **Problems encountered and resources required:**

During the internship programme it was found that many schools were not having proper computer lab facilities due to which students faced problems in taking digital classes.

The students gained the knowledge of using technology and incorporated in the classroom transaction during their internship programme. Students with the help of audio, video and power point presentations made their classroom teaching very effective.

The students gained the knowledge of using technology and incorporated in the classroom transaction during their internship programme. Students with the help of audio, video and power point presentations made their classroom teaching very effective.



File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Response: The management has a humanitarian outlook towards its teaching and non-teaching staff. It initiates several welfare measures to maintain high motivation levels amongst its employees.

Measures adopted for the welfare of the staff and faculty are as mentioned below:

The college gives academic freedom to all its staff members, funds are given to staff to attend Faculty development programs, staff is treated on duty when they attend Seminars/ Workshops, permission is given to staff to pursue higher studies. Annual increment for all staff – teaching and non teaching is given. A congenial atmosphere prevails in the staffroom. Recreational programmes are organized for the well-being of the staff. Spiritual nourishment is provided through assembly, celebration of religious festivals, and so forth. Appreciation measures are farewell party to staff at the time of retirement from service, get-togethers, celebration of festivals, etc. Staff is given leave facilities as per the leave rules of SES.

Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content. The institution conducts FDPs and seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars and conferences.

Extension lectures on research methodology and NEP 2020 are organized. Staff members are encouraged to participate, present and publish papers at the seminars which are organized in other colleges and universities for professional mobility. Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college. Free health check-up camps are held in college. A Health Clinic and a Bank are present in the Campus. The performance of the staff is appraised every year to monitor their progress and performance. They are rewarded with salary enhancement, promotions, etc. based on their performance.

The college has well-furnished staffrooms with internet connection, drinking water facility and air coolers. Staff is provided with separate cupboards and washrooms. The staff are allowed and assigned to attend

honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers. Provision of medical and maternity leave is in place. Staff is granted sabbatical leave to pursue higher education or research work. Teachers' day is celebrated to boost the professional morale of teachers. Picnics and tours are arranged for staff recreation. Cordial and employer friendly environment is created to give job satisfaction to the employees. Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, music, movie get togethers and lunches. Festival advance is given to non teaching staff of the college. The children of the employees can avail 50% concession for education of their children in constituent institutions. Employers State Insurance Scheme (ESI), Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff. Incentives are given to teaching and non teaching staff members for their exemplary work.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 16.15

#### 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
7	8	2	2	2

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 36

#### 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
14	15	2	2	3

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 30**

**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
3	8	10	14	4

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Ghulam Ahmed College of Education has a systematic procedure to assess both its teaching and non-teaching staff's performance and productivity. In addition to the actual performance, other aspects such as potential for future improvement, strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth. In this respect, the College strictly adheres to the NCTE norms on minimum qualifications for the appointment of the teaching faculty, who in due course staff may upgrade their qualifications. The salient features of the performance appraisal system are: Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. A faculty incentive scheme is in place. The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research. Performance assessment details are recorded in the service register. Promotion and career advancement is fixed, based on the performance assessment.

Faculty is encouraged to contribute to in-house publications and UGC approved journals. The teaching standards of the staff are assessed through the mechanism of feedback from the students and teacher peers and this enables the Management to assess the teacher's performance. The

feedback is sought from the students on feedback performance and teacher evaluation form. Feedback by the external examiner of M.Ed. research work is positively used to improve the future research work and is appreciated and acknowledged. Peer observation is also used as a tool for getting feedback as constructive change for both B.Ed. and M.Ed. students. Student Council meetings with the Principal to give feedback is a source for staff performance's appraisal. Performance appraisal focuses on improvement in area of professional knowledge, practices and engagement.

The non-teaching staff are also assessed through annual performance appraisals. Improvement of qualification is also a criteria that is considered. For the contingent staff, the college has its own criteria to evaluate their performance periodically. Factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non-teaching staff and academic staff, cooperation with superiors, subordinates, colleagues, students and public, organizations, communication skills, technical abilities are all considered during the appraisal for assessment. The Principal regularly holds meetings with the teaching and non-teaching staff to inform them about their performance for their improvement and progress.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

**Response:** The Principal of the college is the disbursement officer for making payment of Salaries, Infrastructure augmentation and Academic facilities & Physical facilities etc. The Board of Governors, SES, oversees the internal audit and reviews the finding of the external financial audit procedures.

**Internal Audit:** The Internal financial Audit Committee conducts audit in the following areas:  
 1. Audit of Financial transactions and maintenance of books of accounts in the Accounts Section.  
 2. Monitors the physical verification of stocks in the Departments and Library. The Internal financial Audit team monitors the accounting systems, policies, procedures, budgets and methods of accounting of the various transactions as per norms stipulated by the nodal agencies of state Govt.

and Central Govt. bodies. They adapt the methods of verification to detect revenue leakages, any misuse of financial resources, diversion of funds, deviation of procedures etc. They verify fee challans, payment vouchers, purchase orders, Principal's approval for the payments made, budget coverage, bills and delivery challans, stock entry registers, cash book and ledger and subsidiary ledgers and other documents as required for the audit. They conduct physical verification of cash and bank receipts of fixed deposits etc. periodically and physical verification of asset items in the Departments and in the college. Statutory Audit: Every year college accounts are being audited by Statutory Auditors appointed by the Board of Governors, SES. After completion of Audit, auditors will prepare Balance Sheet, Income & Expenditure, Receipts & Payments of the college and express their opinion through Auditor's report.

The external auditors mainly focus on the following documents for the audit purpose. 1.Delegation of financial powers 2.Bank statements and certificates. 3.Previous years Audit Report, Auditor's remarks, and observations. 4.Budget, cash flow statements, Govt. Orders for fixation of fee, reports of physical verification of asset items. 5.Policies, Procedures, and methods adopted by Accounts Section for collection of fee and payments made and recording transactions in the books of accounts. 6.Reports of Internal Auditors. The auditors will mention free and fair view of the college in their audit reports.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 0.1

##### 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
0.5	0	0	0	0



File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

The college is supported and funded by the Sultan ul uloom Education Society. The said Society is a non-profit Educational trust and receives no grants or donations. The students tuition fees is fixed by the TAFRC- Telangana State Fee Regulatory Committee. Another source of income is through registration fees received from the sale for admission forms to the prospective students. Further the Sultan-ul-Uloom Education Society also generates revenue by renting of premises for banking services(HDFC Bank), advertisement agency and also through leasing the space to canteen, food stalls, stores, Unipole hoardings and sale of scrap.

Collection of student fee through challans. Interest earned from fixed deposits.

Amounts received from alumni, philanthropists, and other stakeholders for research and project activities.

Some of the students are entitled for fee reimbursement from the Government of Telangana- Telangana State Minorities Finance Corporation (TSMFC).

Strategies for Optimal utilization of resources: Majorly, the funds are utilized under following categories:

Salaries of teaching and non-teaching staff Purchase of Equipment and Infrastructure Research and Development

Faculty and student development Activities (FDP, Workshops, training programs, organizing Co-curricular and Extra –curricular activities) Maintenance of Infrastructure

The optimal utilization of financial resources is achieved through financial committee at the Management level.

The institution prepares the annual budget to ensure optimal utilization of financial resources. The yearly budget includes recurring and non recurring expenditures, which is approved by the Board of Governors of the institution on the recommendation of the Governing Council. Budget utilization is periodically

reviewed for efficient utilization.

The internal and external audit is performed regular/periodically to make sure that the budget is optimally utilized for the purpose it is intended. The expenses are utilized based on the budget approvals. All purchases are made through quotations, comparative statements and negotiations for procurement of capital equipment and Infrastructure facilities. Monthly statements are prepared for income and expenditure based on approval by the Board of Governors.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The IQAC plays an important role in suggesting concrete measures for quality enhancement of the college. The IQAC meets quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and give feedback.

Significant improvements in quality by following IQAC initiatives include : Improvement of Academic results; Students teaching practice; Placements; Research and development; Monitoring and mentoring of academic and administrative activities. Infrastructure facilities in the college were revamped, classrooms were equipped with computers/laptops, cameras, etc to conduct online classes; Work was initiated to revamp and modernize the College website; The college staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level; Faculty published several research papers in Education journals and wrote chapters in books; Student soft skills development -Value added courses were conducted for the students; Environmental activities were conducted- green and clean campus programmes were initiated in the college. Free counselling facility by a professional counselor provided to the students.

**Implementation of CCE, defining COs & POs. Implementation of CBCS from AY: 2015-17**

**Usage of ICT tools for better Teaching – Learning Process.**

**State of art equipment Strengthening Student Mentoring System**



**Introduce Biometric attendance system for Students, Non-teaching staff Participation in FDPs.**

**School & Institution collaboration cell to promote interaction**

**Faculty certifications in MOOCs courses.**

**Review the Placement and career guidance activities. Faculty participation in FDPs, Workshops, to enrich their knowledge in advance technologies.**

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

**Quality improvement Practice-2: Promoting Technology Enhanced Learning** For promoting technology enhanced learning experiences of the students and staff, IQAC has initiated the process of enrolment into MOOCs (Massive Open Online Courses). In the Covid pandemic, institute has upgraded its ICT facilities for the benefit of the students & faculty. College students have successfully learnt to take online classes and evaluation.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:** The IQAC of the college has always been concerned to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. Keeping the vision and mission of the college in mind, the IQAC plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College. IQAC achieves this through the following practices:

- 1. Conducting Academic audit annually by an external expert.**
- 2. Methodology wise, self introspection is taken up annually.**
- 3. SWOT Analysis is taken up. Based on it, the IQAC gives constructive feedback to the methodology Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.**
- 4. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.**
- 5. Infrastructure facilities are revamped for better teaching learning.**
- 6. General Recruitment of qualified faculty.**
- 7. The college sends faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated. Faculty development programmes are arranged by the college to ensure quality inputs.**
- 8. Bringing variations in assignments and project work to make it more challenging. The institution accommodates interim changes brought in by State authority in school curriculum which are mandatory to be attended to by Teacher Education institutions. Recommendations from NAAC Peer team are followed.**
- 9. Feedback from the students is taken regularly to identify the gaps in the academic programme and address them. IQAC suggests innovative pedagogical practices in addition to the completion of curriculum through assignments, tutorials, collaborative work etc.**
- 10. IQAC promotes the culture of research amongst students by organizing Research Workshops for students.**
- 11. Specific Student seminars on current issues and developments like NEP 2020 are organized.**
- 12. Student teachers are trained to critically analyse curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.**
- 13. Language proficiency of student teachers are enhanced through the Communicative English Project and certificate courses.**
- 14. Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.**
- 15. Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy. Reflections on their biases, beliefs and values at the end of every class**

during internship is encouraged and documented. Emphasis is on contextualization and development of appropriate teaching-learning context catering to needs of the society.

16. Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc. Probing into Philosophical and Sociological aspects in all methodologies.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 14.4

#### 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
14	23	11	9	15

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

**Response:**

Ghulam Ahmed College Of Education reviews its teaching learning process, operations and learning outcomes on regular basis. The IQAC continuously monitors and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. The approach of IQAC is to focus on the process of learner-centered teaching learning and it has formulated policy to evaluate it from time to time. The IQAC periodically reviews the the learning outcomes andteaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

**Incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in the year 2017-**

**Example 1**

**Teaching-Learning Process-** The IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of the college. The Program outcomes are adapted from Osmania University curriculum, program-specific outcomes, and course

outcomes are prepared for each program considering Bloom's taxonomy, in collaboration with faculty, education experts, and other stakeholders.

A result-oriented, performance-based model is adopted at the College that emphasizes accountability based on student learning. Previously the student teachers used to design around five lessons based on 5E model, 7E model, digital, inquiry based and programmed instruction. The lessons were evaluated based on a common format. After the second cycle of accreditation, model specific rubrics were developed and a new approach of evaluation was implemented that included self-reflection, peer evaluation and faculty input. New techniques such as ICT based, value-based lessons were incorporated. The curriculum includes innovative lessons in both semester three and four, thus giving scope for the student teachers to practice from a variety of plans such as STEM/STEAM based teaching, team teaching, reciprocal teaching and differentiated learning. As the innovative lessons were conducted online, the students effectively integrated technology to present the different models of teaching, such as online activities, use of digital white board, videos, and pre-recorded videos of activities, which gave a new dimension to the teaching learning process.

**Honouring Student Diversity** - Peer tutoring is being assigned to the advanced learners and they act as 'big brothers' to the slow learners. Critical Observation and feedback given by the methodology faculty is equipping the student teachers thoroughly as the duration of practice teaching has increased drastically now. Experienced school teachers are appointed as supervisors in schools and they observe the lessons of our trainee teachers and give them the necessary feedback. Remedial classes are conducted after every semester for students who have scored less or are slow in learning.

## Example -2

### Good Governance

The Vision of the college was revised after the pandemic, the aim now is to produce 'tech savvy' teachers. The revised Vision of the college now is : 'To produce tech savvy quality teachers through holistic teacher education by igniting young minds towards excellence in education and commitment to community'.

**Decentralization of power-** A total democratic atmosphere prevails in the college, the staff and students are given full opportunity to express their views and ideas. Important decisions regarding appointment of staff, purchase of expensive equipment etc., are taken in Governing Council meetings. Representatives from Osmania University and State Government are invited to attend these meetings. The norms of the state government of Telangana, NCTE, and Osmania University are strictly adhered to, with regards to admission and organizing academic activities. The accounts of the college are audited every year. Academic audit is conducted by an external expert. There are different committees to take decisions on different issues. A Campus manager was appointed to look after the maintenance of the campus. A Perspective plan is prepared by the college and is regularly reviewed. The principal represents the college in the Governing Council meetings.

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

**Faculty Empowerment Strategies-** A number of faculty development programs are conducted every

year on the current topics and issues. Experts from the field are invited as resource persons.

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

The management gave permission to organize many Value-added courses to the students every year. Each course is of 30 hours duration approximately. The topics are selected after consultation with the students. They include soft skill classes to enhance personality and employability of students. Alumni play an active role in the college and the alumni association was registered this year. Field trips are organized, quality programs like seminars, webinars, guest lectures, conferences, etc. are conducted. Student outreach programs are organized- National Missions like Swachh Bharat Mission, Renewable Energy, Digital India, Beti Bachao Beti Padhao Abhiyan are taken up. Campus Development/Green Initiatives- Green audit was undertaken in the year 2022 by a professional agency. Tree Plantation drive, Open sitting in the gardens, Indoor Gymnasium, high speed Wi-Fi Connectivity are available in the college. The class rooms are fully equipped with the hardware as well as software tools to conduct online classes. A ramp and lift were made. Library now has DELNET facility for staff and students.

There has been Incremental improvement in the institution due to quality initiatives since the year 2017.

The college is on its journey of making profound efforts to adopt the recommendations of NEP 2020. It is working towards inculcating an Indian ethos that will transform India into an equitable and knowledgeable society. Producing quality teachers will help in making India into a global super power.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Ghulam Ahmed College of Education is committed to functioning in a manner that reduces its Carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are economically viable too. The faculty, students and other staff are fully acquainted with this policy and implement it completely.

Right from the time the students join the college, they are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. Leaking taps are repaired immediately. A good percentage of the power requirements of the College are met by the renewable energy sources. The college campus has solar lights on its streets. This helps in energy conservation. The classrooms are all well ventilated with natural light coming in from huge windows. LED lights and energy saving lights are used in the college.

Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. These help in maintaining pollution free environment

The campus is cleaned regularly and students are also involved in cleaning during the annual holidays. Water is drawn from a huge well that is present in the campus.

The purpose of the green audit of Ghulam Ahmed College of Education is to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the institution.

The methodology includes: physical inspection of the campus, observation and review of the documentation, interviewing key persons, measurements and recommendations.

#### **FINDINGS OF GREEN AUDIT**

The college has adopted the 'Green Campus' system for environmental conservation and sustainability. There are three main pillars i.e. zero environmental foot print, positive impact on occupant health and performance and total commitment of student and teachers towards environmental literacy. The goal is to reduce CO<sub>2</sub> emission, sustainable energy and water use, while creating an atmosphere where students can learn and be healthy. The college is housed in a green 24 acres campus

**Initiatives implemented by Ghulam Ahmed College of Education are:**

• Increased LED lighting •

Use of Solar lights

**Regular cleaning of tube lights and bulbs to avoid accumulation of dust on them.**

**Green initiatives adopted by the students**

- Rain Water harvesting
- Use of plastic banned in college campus
- Smoking free campus
- Litter free campus
- Sapling plantation
- Installation of water-saving faucets in toilets
- Thorough cleaning of Campus once a week

**Ensure that improvements, purchases and developments are environmentally sound.**

Regarding energy consumption the college has taken the following key core areas to sustain and manage energy consumption, regulation and conserve natural environment in the campus by implementing structured awareness programmes of NGC( National Green Core) and through energy consumption models such as Natural Lighting in Classrooms, 100% Power Backup, LED Light fixtures Effective peak load management , maintaining air conditioning and water coolers on optimum temperature settings, Repair, Re-use and frequent maintenance of equipment to ensure sustainable longevity.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

##### **Waste Management Policy Statement**

Ghulam Ahmed College of Education believes in sustainable waste management by harnessing the power to recycle and reuse resources and waste. The waste generated in the institution is managed in a scientific method to minimize the impact on the environment. The most commonly handled waste is solid waste ,



liquid waste and now, E-waste. The college has an MOU with RAPIDUE TECHNOLOGIES PVT. LTD(RECYKAL) - the sustainability solution through its digital technology platform 'Recykal' is for responsible disposal of recyclables. Pickup request for disposal of material will be generated on Recykal digital dashboard.

#### • Solid waste management:

The solid waste generated in the campus can be demarcated into dry waste (inorganic) and wet waste (organic). Being a non-residential campus, generation of wet waste is confined largely to the canteens and pantry. Apart from this, small quantity of wet waste is generated through the disposal of leftover food by the students and the staff. The bulk of solid waste generated is dry, consisting of stationary like paper, wood and plastic. Primary collection is done through dust bins placed throughout the campus at strategically convenient locations and the secondary collection is done by the Municipal Corporation vehicle which visits the campus every day. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the College.

**Paper waste is generated in large quantities and the same is periodically discarded through scrap dealers for recycling.**

#### • Liquid waste management

The campus has a waterborne sewerage system in the campus which consists of an underground network of sewer pipes with manholes. The black waste water from WCs and also wash basins is directly discharged in to the sewerage system which is connected to the city underground sewerage system of the Water Supply and Sewerage Board. The sewage is ultimately treated in the sewage treatment plant of the Board and the effluent is discharged as per pollution control board norms. The gray water from the canteen, wash area and RO plant is directed to a recycling sump and the same is used for gardening purposes.

#### E-waste management

The various components of E-waste encountered in the campus consists of computer systems, CRT and LED monitors, electronic components used in the laboratories, printers etc. Outdated computer systems which are in working condition are distributed to the constituent schools of the society for use by the school students. Computer systems which are damaged and not in working condition, electrical and electronic instruments and components are disposed through E-Waste scarp dealers by adopting a transparent system

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

**Efforts of the institution for maintenance of:**

**Cleanliness:** The college is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturday afternoons are allotted for thorough cleanliness of classrooms, labs, corridors, windows, etc. The Board room, seminar halls, committee room principal's office, are also

cleaned. The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. The air conditioners are annually serviced for efficient performance. Facility for clean drinking water is provided through a reverse osmosis units available on each floor. Regular cleaning of overhead tank is taken up. The library, which is the hub of knowledge acquisition and learning is kept clean and dust-free. The book racks are dusted regularly. Sometimes books are shifted according to its subject entries into new cupboards/shelves. Fumigation is done regularly. A MOU has been signed with Rapidue Technologies for disposal of waste.

**Sanitation:** Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day. Adequate number of washrooms, restrooms are provided for staff and students. GHMC takes care of the maintenance of the sewage facility of the institution.

**Green cover and pollution free environment-** A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address to these issues, many plants and trees are grown around the campus with a number of species of plants. Regular pruning and trimming is done to maintained by designated gardeners. The college is surrounded by beautifully landscaped gardens. Inside campus, there are innumerable variety of shrubs, trees and flowering plants and creepers adding to the serene atmosphere. Seasonal flowering plants are grown in the college. Many of the plants are of medicinal value. Behind the campus, a large area is kept in its pristine nature are some trees to provide green coverage to the open land. Programmes like Harithaharam, are initiated. These species of plants and trees enable the student teachers of better understanding of important botanical concepts and innovative teaching approaches. When the garden is in full bloom, it creates a beautiful and picturesque view with the sense of mental bliss.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response: 7.2**

##### 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
3.80	3.66	0	4.76	1.81

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

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

**Response:**

**Locational Knowledge and Resources-** The college has an advantage of being centrally located. It has a HDFC Banking sector, hospitals, cooperating and model schools, bus and metro-station within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are all close by. Resource persons, faculty from colleges of education, principals and staff from cooperating schools are invited for seminars, workshops and conferences. Faculty exchange is convenient. The playground in the campus is utilized for purposes of sports and games by various other schools and colleges in the vicinity. At times the spacious halls are used for large scale events. Students and staff have the usage of an in-house gymnasium furnished with necessary exercise equipment. The botanical garden serves as a nursery for plantation in areas around the college. The beautiful surroundings of the college are used for outdoor programs and assembly.

**Locational knowledge and resources-** The location of the college is in the prime area of the city and is surrounded by amenities which help the students in various aspects. Students are sent to nearby schools for observation and internship. Local community people are invited to college to deliver extension lectures to the staff and students. Local MLA and corporator are invited for Haritha Haram (tree plantation) program. Faculty exchange is done with nearby colleges of Education like Shadan COE, St.Alphonsa COE, etc. College staff go to nearby college libraries to refer books. Opposite to the college is 'Dobara' a Hyderabad-based organization whose mission is to promote well-being amongst the elderly, college students help the organization as a part of community service. A hostel facility available nearby is recommended to students travelling from a distance, which can be availed at affordable prices, especially during examination. PG students have several options for seeking participations in their research projects, as well to complete the internship modules of the teacher education programs.

**Community Practices and Challenges:**

There is a strong bond with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared, and resources are shared with government schools on request. During internship, teacher trainees have access to all scientific equipment from the laboratories for conducting practical activities related to the content in subject methodologies. They take plants from the botanical garden in the campus during internship. Community Leverages are established through MRO's from Mandals, Human Rights Associations, Corporator, Ms.Kavita, Heads of slum area, in Devarakonda basti, to contribute their support in organizing outdoor extension activities. Community people are invited to college to address the staff and students on important issues like drug abuse, 'say no to suicide', etc. On the representation of students, a foot over bridge was constructed for safe crossing. On the request of local community people, the following programs were organized in the college- a special drive for downloading the mosquito app with GHMC, program for protection of women by SHE teams of Telangana, Police department, orientation of voters, training of officers for elections, etc.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

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

## 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 1**

**Title of the practice: Innovative teaching learning strategies: Flipped classroom, Online teaching learning tools.**

**Context of the Practice:** to improve academic outcomes and address real problems; to promote equitable learning. Helps students build essential 21st-century skills. Digital teaching learning tools in classrooms increase student engagement, help teachers improve their lesson plans, facilitate personalized learning.

**Objectives of the Practice:**

- To meet the learning style or needs of students
- To improve the efficiency and effectiveness of teaching Learning
- To improve user-accessibility and time flexibility & to engage learners in the learning process.
- **The Practice:**

Students were trained on effective use of digital learning tools in classroom teaching-learning process through hands-on workshops, seminars, webinars, discussions, debates, projects. Student teachers used these online teaching tools to improve their lesson plans, engage the school students and facilitate personalized learning. Online tools such as Nearpod, Quizzes, Google forms, Kahoot, mentimeter, Reindeer, focusky etc. were used to make the classroom transactions interesting.

**Impact of the practice:**

With the flipped classroom approach, students developed self-study skills. Absentees could be up to date with the regular classroom transactions. Online teaching tools helped in creating more engaging and motivating classes, reduced workload, appropriate digital assessments provided instant results and personalized feedback.

**Obstacles faced during practice, Resources required:**

Some of the student's lack of self-discipline and turning up to class without having absorbed the lesson was an obstacle in the initial stages. Lack of expertise in using online tools and availability of the ICT equipment.

**Best practice 2**

**Title of the Practice: Developing the skill of Collaboration in students.**

**1. The Context:**

Students these days live in nuclear family, with limited number of siblings. With increased use of technology, both parents working, there is very little time for collaboration and development of social skills at home.

**2. Objectives of the Practice**

- To instill better interpersonal and communication skills among the students.
- To promote a spirit of solidarity with a Learning potential.
- To foster spontaneous and joyous response to group and team activities
- To enable more flexibility in the students.

**3. The Practice**



1. Teaching through drama- a concept is presented and taught by a group of students.
2. Value added courses on Collaborative learning.
3. A range of collaborative and participatory social outreach activities
4. Community welfare activities
5. Through literary activities like group quiz, debates, group discussions.
6. Cultural activities like celebration of national festivals, days of importance, art and drama project, etc.
7. Group Games

**5. Impact of the program:** Every student of the team had different skills, expertise, and talent. In a group they were able to utilize the experience, knowledge, and skills of everyone to achieve the shared goal. Group work made the students to share their ideas while understanding how their team members think, work, and operate.

**6. Obstacles faced during practice and Resources required:**

Lack of resources in organizing group activities, lack of clarity and understanding among students, trust issues, ego and personality conflicts, conflicts between groups, lack of communication, etc .

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

**7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

**The College has excelled in its performance in the following distinctive areas.**

**Vision:** In line with the vision of the college, the student teachers focus on understanding values, nurturing skills and moving towards knowledge by way of e-Teaching and Learning. Regular mentor-mentee meetings and formation of various Committees with students as their members, spurs up the social intelligence and responsibilities in students. The college strives towards excellence



by providing various teaching learning activities such as Induction program, celebration of National festivals, Cleanliness drives, tree plantation, seminars, guest lectures by eminent personalities, FDPs, etc. The Location and ambiance of the college, being located in the heart of the city and housed in a spacious, well-ventilated building adds to its distinctiveness. It is surrounded by sprawling green, beautiful lawns and well land scaped gardens.

**Priority- Employability:** The institution organizes relevant programs and updates the curricula from time to time to equip the students for employment and entrepreneurship. Training in Communication Skills, Soft skills and employability enhancement skills is given. Placement cell has due contacts with International and other reputed schools, which come to college for placements. Many Value-added Certificate courses were organized this year. A few of them were- ICT skills, tools, life Skills, Cyber crime, etc. They helped in overall personality development of teachers.

**Thrust area:** distinct to its priority is development of tech savvy holistic teachers. The college organized the following activities to work towards this thrust area: Micro teaching, Reflective teaching- Every student was made to practice the teaching skills, using ICT tools. Digital lesson plans to be written and presented in Practice teaching. A practicum paper -ICT mediation in Teaching and Learning equips the student teachers to be abreast with the latest technological trends in education. All the classrooms are equipped with the ICT infrastructural facilities. Reflective Journal and Portfolio analysis authentically maintained by students are associated with their emotions. E-Portfolio is created by each student and maintained up-to-date. With the motto, 'Lighted to Enlighten', the college is distinct in developing highly intellectual, strong socio-emotional and skilled psycho-motor developed teachers for tomorrow.

The college is also identified as a recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution. Education needs to focus on all-round development and it is best obtained through experience. Mahatma Gandhi National Council of Rural Education (MGNCRE) is the forerunner for various path breaking activities including propelling Vocational Education (Productive Work with Economic Value), Nai Talim and Experiential Learning (VENTEL) activities. They organised an induction programme for the teacher educators of our college. Faculty of the college is oriented on the transaction of the experiential learning activities suggested by the VENTEL Action Plan for integration in the B.Ed. teacher training programme.

The college takes pride in organizing a very successful Blood donation camp in collaboration with Youth for Seva and Gandhi hospital on World Blood Donor Day, 14th June, 2022.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### Additional Information :

#### ANY ADDITIONAL INFORMATION

*GACE is a self financing institute. The college has good support services like spacious Classrooms, Seminar Hall, Conference room, library, reading room, well-equipped laboratories, sports rooms, common rooms, play grounds, etc. Office work and library are partially computerized. Internet and e-mail facilities are available.*

*The approved intake of students in the B.Ed., course is 100, in the M.Ed., course, it is 50. The college offers co education. Till date, the college has trained 36 batches of B.Ed. students and 29 batches of M.Ed. The performance of the college students in the University examinations has been exceptionally good and they secured the top ten ranks including the first rank in the Osmania University in the B.Ed., and M.Ed., courses several times.*

*GACE has a well qualified, experienced faculty. Seven staff members have Ph.D degree in Education and other related subjects. There are eleven non-teaching staff members.*

*The College maintains its own updated official website <http://gacoe.ac.in/>.*

The college is run by the Sultan-ul-Uloom Education Society. Sultan-ul-Uloom Education Society was established in the year 1980, and since then has been performing a vital service to students. Through each of its institutions, the Society offers individuals the opportunity for a well rounded education, in the discipline of their choice, while equipping them with all the skills required to function as responsible members of society and face the many challenges associated with the continually evolving industrial and economic scenario. Today there are over 11000 students enrolled in various institutions run by the Society. Spread over a sprawling campus, the complex houses, Muffakham Jah College of Engineering & Technology, Ghulam Ahmed College of Education, Amjad Ali Khan College of Business Administration, Sultan-ul-Uloom College of Law, Sultan-ul-Uloom College of Pharmacy, Sultan-ul-Uloom Junior College and Sultan-ul-Uloom Public School. The Society also runs 6 schools in the old city area of Hyderabad.

### Concluding Remarks :

#### OVERALL CONCLUSIVE REPORT

Ghulam Ahmed College of Education was established in the year 1985 with the mission of providing quality education to trainee teachers through the B.Ed. and M.Ed. courses. Along with a sound theoretical base, the students are given a wide exposure to practical work. The B.Ed. students are sent to various schools of the city for their teaching practice programme for 120 days. The M.Ed. students take up research in different areas related to education. The B.Ed. and M.Ed. courses being offered in the College are affiliated to the Osmania University. The National Council for Teacher Education (NCTE) has accorded its recognition to it. For qualitative improvement in teacher education courses, it is obvious and mandatory as evident from the NCTE Regulations, 2014 that Teacher Training Courses shall have to accredit with the National Assessment & Accreditation Council. Since the country is responding to call of privatization and globalization, we have to shed the attitude of self complacency and strive hard to cope with the changing scenario.

NAAC