



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1. Name of the Institution

GHULAM AHMED COLLEGE OF EDUCATION

- Name of the Head of the institution

PROF. VIBHA ASTHANA

- Designation

PRINCIPAL

- Does the institution function from its own campus?

Yes

- Alternate phone No.

04023280281

- Mobile No:

9949900733

- Registered e-mail ID (Principal)

GACOEHYD@GMAIL.COM

- Alternate Email ID

VIBHA162001@GMAIL.COM

- Address

H NO 8-2-249 TO 267, MOUNT PLEASANT, ROAD NO.3, BANJARA HILLS,

- City/Town

HYDERABAD

- State/UT

TELANGANA

- Pin Code

500034

2. Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **OSMANIA UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **DR. N. SAROJA**
- Phone No. **04023280281**
- Alternate phone No.(IQAC) **04023280284**
- Mobile (IQAC) **9550559585**
- IQAC e-mail address **GACOEHYD@GMAIL.COM**
- Alternate e-mail address (IQAC) **VIBHA162001@GMAIL.COM**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://gacoe.ac.in/>
<http://gacoe.ac.in/Appraisal/AQAR%202020-21.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.gacoe.ac.in/academic/Academic%20Calender%20B.Ed%202021-23%20I%20Sem.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.08	2009	15/09/2009	14/09/2014
Cycle 2	B++	2.8	2017	12/09/2017	11/09/2022

6.Date of Establishment of IQAC**25/11/2006****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
GHULAM AHMED COLLEGE OF EDUCATION	NA	NA	Nil	2021

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

Improvement of infrastructure-equipping classrooms to conduct online classes

Successful conduct of online classes

Energy, water, environment audit done

Initiatives taken on IPR

Organization of Community/ outreach programs

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

Plan of Action	Achievements/Outcomes
Improvement of facilities to conduct online classes- post pandemic	Facilities to take online classes present in all classrooms now.
Organization of Community/ outreach programs	Community/ outreach programs organized by college staff and students in different parts of city. Awareness on protection from COVID emphasized.
Techniques of evaluating students online to be taught to teachers	Several lectures and methods of online evaluation were taught to the students
Academic audit to be taken up for both B.Ed and M.Ed courses	Dr. Arjumand Ara, principal of Shadan College of Education, invited to take up Academic audit

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Board of Governors, SUES	30/12/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	GHULAM AHMED COLLEGE OF EDUCATION
• Name of the Head of the institution	PROF. VIBHA ASTHANA
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04023280281
• Mobile No:	9949900733
• Registered e-mail ID (Principal)	GACOEHYD@GMAIL.COM
• Alternate Email ID	VIBHA162001@GMAIL.COM
• Address	H NO 8-2-249 TO 267, MOUNT PLEASANT, ROAD NO.3, BANJARA HILLS,
• City/Town	HYDERABAD
• State/UT	TELANGANA
• Pin Code	500034
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

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• Alternate e-mail address (IQAC)	VIBHA162001@GMAIL.COM				
3.Website address	http://gacoe.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	http://gacoe.ac.in/Appraisal/AQAR%202020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gacoe.ac.in/academic/Academic%20Calender%20B.Ed%2021-23%20I%20Sem.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 2	B++	2.8	2017	12/09/2017	11/09/2022
6.Date of Establishment of IQAC			25/11/2006		
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Successful conduct of online classes		
Energy, water, environment audit done		
Initiatives taken on IPR		
Organization of Community/ outreach programs		
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Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Board of Governors, SUES	30/12/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	28/12/2022

15. Multidisciplinary / interdisciplinary

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 & 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

16.Academic bank of credits (ABC):

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

17.Skill development:

A teacher plays an important role in developing quality citizens, who later lead an effective life for 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.

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

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.

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

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 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.

20.Distance education/online education:

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.

Extended Profile

1.Student

2.1	132
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	93
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	131
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	131
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	131
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	28.82
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	80
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	26
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	26
Number of sanctioned posts for the year:	
Part B	

CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>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: For effective curriculum delivery: 1. Qualified and experienced faculties are recruited. 2. Healthy working environment is maintained. 3. Regular reviews on the performance of the faculty. 4. Feedback from the students is collected every semester. 5. Regular staff meetings are conducted. 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 5. Teachers are encouraged to attend workshops to keep themselves updated. 6. FDPs are organized regularly.</p>	
File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File
1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice	B. Any 5 of the above

teaching schools Employers Experts Students Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://gacoe.ac.in/academic/academic_calendar.php
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
21	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.gacoe.ac.in/academic/Curriculum.php
1.2.2 - Number of value-added courses offered during the year	
35	
1.2.2.1 - Number of value-added courses offered during the year	
35	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
130	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

130	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
132	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
132	

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

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. 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. 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. 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.

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

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

Development of School System- The curriculum of both B.Ed. and M.Ed courses covers the theoretical aspects of different School Systems exhaustively.

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.

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. **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.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

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. 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. 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.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
132	
2.1.1.1 - Number of students enrolled during the year	
132	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

127

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

127

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

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

39

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

39

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

2.2 - Honoring Student Diversity

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

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. Theory and the practicum is explained to the students to ensure proper 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.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above

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

2.2.4 - Student-Mentor ratio for the academic year

5:1

2.2.4.1 - Number of mentors in the Institution

26

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

2.3 - Teaching- Learning Process

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

The 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. Experiential Learning: Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. Students are taken for Field Visits to 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, . Brainstorming' Focused group discussion

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

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

74.62

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.youtube.com/channel/UCyqOpwKQo9dTIwK_FW3zzyw/videos
Any other relevant information	View File

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

100

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://gacoe.ac.in/academic/pdf/Facilities%20for%20e-content%20development,%20etc..pdf
Any other relevant information	View File

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

Working in Teams: The students work in teams in the following activities organized by the college[1]Celebration of 76th Independence Day- Celebrated Azadi ka Mahotsav on 15th August, 2022. Students participated in singing, dancing and skits. Morning
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assembly is held every day. Skits, Role play sessions were organized on importance of "Girl Child Education". Group Discussion sessions were organized. 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. 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.

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

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

Five/Six of the above

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

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

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 were implemented in the internship program through different approaches and methods of teaching. In Art & Craft Practical, she learnt the art of Rangoli, Oil Pastels, Poster Coloring, drawing, and Sketching.

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. The internship programme, field visits and dissertation work reflect his expertise in various life skills through his creativity, innovativeness and thinking ability. College Activities that nurtured creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.

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

2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Seven/Eight of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

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 2.Orientation to school principal/teachers is done 3.Orientation to students going for internship- They take up micro and reflective teaching in college They have workshops on preparation of TLMS, evaluation tools etc. orientation to SAT, Action research project, etc are given. Prior to M.Ed. internship, orientation is given. 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. 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; 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. 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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

150

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

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. During the internship the candidate teaches 40 period plans from each of the methodology subject respectively under the supervision of the trained subject teachers. The Heads of Cooperating Schools are oriented before the internship begins. School supervisors 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. 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. In the reflective journal and portfolio projects, students are monitored and credited based on their self worth.

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

<p>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</p>	<p>All of the above</p>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

<p>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</p>	<p>Five of the above</p>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

26

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

7.2

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

7.2

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

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

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. Teachers attend training programmes ,refresher course, workshops and orientation programmes. staff 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 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.

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

2.6 - Evaluation Process

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

The college follows a system of continuous internal evaluation. Tests in School subjects, mid term exams, and pre[1]final exams are held.

Evaluating the student teacher's proficiency in teaching :Micro teaching and reflective teaching done. Macro teaching, Internship: The teaching lessons of the student teachers are evaluated by experienced school teachers. Peer observation done, Conducting the Scholastic achievement test and submission of record. Out reach activities: are taken up in the schools and slum areas. Evaluation of Projects : by a jury of experts in the college. 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. 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	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Four of the above

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

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

Students have easy access to teachers and the principal. The principal informally meets the students frequently to know about

their grievances. A 'Grievance Box' is also present in the college. College's mechanism to deal with examination related grievances is transparent, time bound and efficient. A Grievance committee is present in the college Exam Revaluation: If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. 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. Examination Time: Grievances related to the examination schedule and time-table are addressed during emergency. 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.

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

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

An academic calendar is prepared by the college before the commencement of the academic year. 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 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 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.

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

2.7 - Student Performance and Learning Outcomes

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

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 2. The transaction of curriculum creates a link between learner, syllabus, content, skills 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, 5. Teaching process in the cognitive dimension include pedagogical interactions 6. Research work focuses on global standards, development of research skills 7. Teaching practice sessions conducted in-house. 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 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.

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

2.7.2 - Pass percentage of Students during the year

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

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

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. 3.Teaching process in the cognitive dimension include pedagogical interactions 4.Research work focuses on global standards, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it. 5.Teaching practice sessions conducted in-house as peer teaching,. 6.Classroom Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation. 7.Celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized 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	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

128

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

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

The results of assessment conducted by the college provided qualitative information that helped faculty to bring changes in curriculum, teaching methodologies, course materials or other areas. The assessment results helped in curriculum development and provided powerful rationale for securing support for curricular. The Entry level assessment results of the students helped the students who were weak. 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. Teaching skills of the students are assessed through rubrics and

the methodology teachers along with peer give them feedback. Semester end results show the progress of the students from their initial internal assessment results in theoretical knowledge. All the projects/curricular and co-curricular activities, community engagement, etc., are assessed through formal/informal rubrics Overall, by the end of the two-year B. Ed./M. Ed. course, students 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	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://docs.google.com/forms/d/e/1FAIpQLSfmjhPU8OMO9rnXJZPQbGvgxD0hGQYOPQ1eY5mIMxiYA18L5A/viewform>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

150000

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	All of the above
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

9

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

11

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

15

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

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

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

120

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

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

80

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

80

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

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

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 inslums, visited Home for the Aged, co-operating with the State government for adopting governmentschools for practice teaching, remedial programs for illiterate adults, etc. It collaborates with the NGO 'Youth for Seva' and organizes activities like Blood donation camps, Women's Day, etc. They visit special schools, and participate in events such as awareness programs and vaccine drives. The Outreach activities of the college can be categorized under 3 programs - 1. Awareness and

Sensitization programs-The college works closely with the SHE teams of the Government of Telangana.The students visit "orphanages" and "homes for the aged" and distribute tangible gifts, sharing joy and blessings for the underprivileged.

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 VENDEL program - Vocational Education Nai Talim. Students also enrolled in the Mega Vaccination Drive, which was undertaken with the Cyberabad Police Department and GHMC.

3. The Green and Clean Initiatives -Each one plant one, reducing the usage of paper, Best out of Waste program with a focus on the 3 R's, rainwater harvesting, and compost pit are some of the activities done by the students.

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

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

14

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

14

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

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

17

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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: spacious, well-equipped, well ventilated classrooms with LCD projectors and WI-FI connectivity. Laboratories: well-equipped laboratories in all method subjects, to conduct experiments. Educational technology lab. and Psychology lab. Are also present. Seminar Halls: The institution has 2 seminar halls to conduct seminars, conferences, guest lectures and workshops. Library- well stocked library, has a rich collection of books, journals and e[1]resources, has a reference section and DELNET facility. Computing Equipment: there are 80 computers available within the institution. 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	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gacoe.ac.in/facilities/index.php
Any other relevant information	View File

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

1.74

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

4.2 - Library as a Learning Resource

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

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	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gacoe.ac.in/library/index.php
Any other relevant information	View File

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

The college library is a window to the latest information in teacher education, sciences, humanities and social sciences, for both the students and teachers. 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. Students and staff have access to a varied collection of books and journals of different publications online. Students are oriented on how to link to the library resources remotely during the library induction programme. The inventory of all the books browsed can be accessed. 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. 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	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

9.92

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

84

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://gacoe.ac.in/naac2022/4.2.5/LIBRARY%20USAGE.pdf%20LINK%204.2.5.pdf
Any other relevant information	View File

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

All of the above

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

4.3 - ICT Infrastructure

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

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.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://docs.google.com/document/d/1gODMxWinVu-VdXmAqy5t6RvfHwZaGnlP/edit
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://docs.google.com/spreadsheets/d/1ozR6P3JFmldGNOZCqAZjKhoIPTsvx1C3/edit#gid=442013783
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

16.3

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

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

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. The laboratories are maintained and staff in-charge take care of stock checking. 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. The Computer lab maintenance is done by services. 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	Documents
Appropriate link(s) on the institutional website	https://drive.google.com/drive/folders/1k2_baaYpH_RgtLgl1l4FafLkdromTkAY
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 696 539 757">File Description</th> <th data-bbox="544 696 1437 757">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 763 539 824">Data as per Data Template</td> <td data-bbox="544 763 1437 824">View File</td> </tr> <tr> <td data-bbox="86 831 539 1003">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="544 831 1437 1003">View File</td> </tr> <tr> <td data-bbox="86 1010 539 1144">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="544 1010 1437 1144">View File</td> </tr> <tr> <td data-bbox="86 1151 539 1249">Photographs with date and caption for each initiative</td> <td data-bbox="544 1151 1437 1249">View File</td> </tr> <tr> <td data-bbox="86 1256 539 1317">Any other relevant information</td> <td data-bbox="544 1256 1437 1317">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	View File	
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Data as per Data Template	View File												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File												
Sample feedback sheets from the students participating in each of the initiative	View File												
Photographs with date and caption for each initiative	View File												
Any other relevant information	View File												
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1659 539 1720">File Description</th> <th data-bbox="544 1659 1437 1720">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1727 539 1787">Geo-tagged photographs</td> <td data-bbox="544 1727 1437 1787">View File</td> </tr> <tr> <td data-bbox="86 1794 539 1854">Any other relevant information</td> <td data-bbox="544 1794 1437 1854">View File</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	View File												
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of</p>	<p>A. All of the above</p>												

**statutory/regulatory bodies Organization
wide awareness and undertakings on policies
with zero tolerance Mechanisms for
submission of online/offline students'
grievances Timely redressal of the grievances
through appropriate committees**

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

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

Five or more of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
67	131

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****58**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**30**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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 normsThe 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,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 function of the student council is based upon Institutional guidelines.

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

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

25

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

5.4 - Alumni Engagement

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

There is an active alumni association in the college. Alumni Association of the college was registered in the year 2022. Alumni meet is conducted once or twice a year. 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.

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.

Guidance on Placements: Our Alumni 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	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

The college Principal 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.etc. Governance: Institutional governance is completely in tune with the vision and mission of the college.

Perspective Plan: Based on the Vision and Mission of the institution, Quality Policy is framed and driven by the needs of the stakeholders.

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. 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.

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

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

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.

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

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

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.

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..
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.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

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 and so on

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gacoe.ac.in/about/STRATEGIC%20PLAN.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college has a clearly defined organizational structure and administrative set up to support decision making processes. The policies and procedures on academic matters & administrative setups are taken care by the following council committees/ institutional bodies. Board of Governors, SES '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 planning, Co-curricular activities, & Extra-curricular activities and maintaining discipline in the College Campus. The institution's constituted committees 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. 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.

File Description	Documents
Link to organogram on the institutional website	https://www.gacoe.ac.in/about/organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The College has a structure that embodies various committees. 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 recommended that- More activities should be included in the curriculum to obtain mastery of teaching skills, especially ICT skills.

Implementation of the recommendation: The institute tried to foster ICT skills in students through[1]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

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

6.3 - Faculty Empowerment Strategies

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

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

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

Gives academic freedom for staff members, funds Faculty development programs, treats staff on duty when they attend Seminars/ Workshops; permission is given for higher studies. Annual increment for all staff - teaching and non-teaching is given.

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 college has well-furnished staffrooms with internet connection, drinking water facility and air coolers. Staff is granted sabbatical leave to pursue higher education or research work. 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.

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

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

7

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

14

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

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

3

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

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

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

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 salient features of the performance appraisal system are: Every year the management assesses the performance through self-appraisal method. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. A faculty incentive scheme is in place. 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. 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.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process

of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

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 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.

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

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

0.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

The strategies followed for mobilization of funds is as follows:

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.

Strategies for Optimal utilization of resources: Majorly, the funds are utilized under following categories: Salaries of teaching and non-teaching staff,

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.

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

6.5 - Internal Quality Assurance System

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

The IQAC plays an important role in suggesting concrete measures for quality enhancement of the college.

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. Work was initiated to revamp and modernize the College website; Student soft skills development -Value added courses were conducted for the students;

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.

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

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

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

: 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. . 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

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

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

14

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gacoe.ac.in/iqac/mom.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gacoe.ac.in/Appraisal/Aqac.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

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 and teaching 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.

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'.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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.

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 renewable energy sources. The college campus has solar lights on its streets. 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.

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.

Green initiatives adopted by the students

- Use of plastic banned in college campus
- Smoking free campus
- Litter free campus
- Sapling plantation

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

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

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 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 is demarcated into dry waste (inorganic) and wet waste (organic). Primary collection is done through dust bins placed throughout the campus. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the College. Liquid waste management - The campus has a waterborne sewerage system in the campus which consists of an underground network of sewer pipes with manholes. E-waste management -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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3.

Three of the above

Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>	
<p>7.1.5 Efforts of the institution for maintenance of: Cleanliness: The college is supported with an efficient contingency staff for keeping the campus clean. Saturday afternoons are allotted for thorough cleanliness of classrooms, labs, corridors, windows, etc. The Language and Computer Laboratory is prepped as dust free zones. 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, is kept clean and dust-free. The book racks are dusted regularly. 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. 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.</p>	
File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File
7.1.6 - Institution is committed to encourage	All of the above

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

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

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

3.80

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

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

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.2 - Best Practices

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

Best practice 1 Innovative teaching learning strategies: Flipped classroom, Online teaching learning tools. Context : to improve academic outcomes and address real problems; to promote equitable learning. Objectives -To meet the learning style or needs of students.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. Impact of the practice: With the flipped classroom approach, students developed self-study skills. Obstacles -, 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.

Best practice 2 - 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 - To instill better interpersonal and communication skills among the students. 3. The PracticeTeaching through drama.Value added courses Obstacles 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	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

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. Priority- Employability: The institution organizes relevant programs and updates the curricula from time to time to equip the students for employment and entrepreneurship. TThe 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.

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