YEARLY STATUS REPORT - 2022-2023

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   DIRECTOR

- Does the institution function from its own campus?   Yes

- Alternate phone No.   040 23280281

- Mobile No: 9949900733

- Registered e-mail ID (Principal)   VIBHA162001@GMAIL.COM

- Alternate Email ID   GACOEHYD@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. DEEVENA PAULEEN**

- Phone No. **04023280282**

- Alternate phone No.(IQAC) **040 23280284**

- Mobile (IQAC) **9397018658**

- IQAC e-mail address **GACOEHYD@GMAIL.COM**

- Alternate e-mail address (IQAC) **DEEVENA.PAULEEN@GACOE.AC.IN**

3.Website address
https://www.gacoe.ac.in/

- Web-link of the AQAR: (Previous Academic Year)
https://www.gacoe.ac.in/Appraisal/Aqac.php

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_calender.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.08	2009	15/06/2009	14/06/2014
Cycle 2	B++	2.86	2017	12/09/2017	11/09/2022
Cycle 3	A+	3.43	2023	20/02/2023	19/02/2028

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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	Nil	Nil	Nil	Nil

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   3

- 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)

Opening of Knowledge hub in the campus- promoting innovative ideas.

Regular meeting of staff council, and other committees.

Training the student teachers to diagnose psychological issues in school children- conduct of psychological tests.

Faculty incentive scheme to encourage staff to publish research papers in Education journals and write chapters in books;

Strengthening Student Mentoring System

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
I. Recruit and retain high-quality faculty -strengthen the development and retention of faculty by setting clear milestones for promotion and providing strong professional development that encourages ongoing pedagogical innovation and mentorship of students for careers and advanced study. II. Admitting the highest calibre students by leveraging existing opportunities for them and by strengthening relationships among academic programs to encourage the development of multidisciplinary studies and research. III. Produce high-quality research that is visible, accessible, and impactful not only in academic but also in professional circles. IV. Develop innovative strategies in both programs and continuously experiment with creative approaches V. Facilitate the exploration of global perspectives throughout the COE. In our globalizing world, instantaneous communication and access to information are making national and geographic boundaries irrelevant. VI. Partnerships and Community Engagement- with future teachers, counselors, leaders of schools and universities, researchers in education, psychologists, instructional designers, and policymakers whose efforts touch every aspect of education. VII. Engage deeply with our local, state and regional education	Action Taken Report- (ATR)on the meeting held on 20-7-2022 Curricular changes to be made in the B.Ed. and M.Ed. courses.- many value added certificate courses and self learning prorammes were introduced in the college. Digitalization of Education- students were oriented towards different digital portals that have vast knowledge and information on school subjects. NEP. 2020- ways to implementing it in college- The pedagogical structure and the teaching-learning process was transformed as per the recommendations of the NEP 2020. Inquiry-based learning, 21st-century skills, interactive classrooms, multidisciplinary study, and flexible assessments are given importance to. Any other point with the permission of the Chair- college working hours were extended by 2 hours to complete the NAAC SSR work .

community. VIII. Serve as a hub of information, resources and training for a wide variety of organizations in the public, private and not-for-profit sectors.

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, SES	30/12/2022

14.Whether institutional data submitted to AISHE

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- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	**28/12/2022**

15.Multidisciplinary / interdisciplinary

Multidisciplinary/interdisciplinary: To facilitate holistic academic growth among students, multidisciplinary curriculum is being offered, it gives freedom to the student to choose his/her preferred options from the range of courses offered by the institution. Emphasizing the key principles of NEP, the college provides diversity in different aspects of the curriculum with technological innovations in teaching and learning, encouraging logical decision making, critical thinking and creativity. Integration of Drama & Art, use of ICT in teaching[1]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 organized. 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 with various academic, industry and voluntary organizations for a wide exposure to its students.

16.Academic bank of credits (ABC):

Academic bank of credits (ABC): Ghulam Ahmed college of Education

has a student centric approach and 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 outcomes. 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:

Skill development: The faculty 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. Students are given orientation on the changes envisaged in the NEP 2020. Students are encouraged to think out of box, enrich teaching-learning, evaluation process; besides, research and extension activities. 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 offered 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. 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.

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. Student teachers improvise plays on burning topics of the present day and the content of the school text books and present them through visual arts and crafts or performing art, in one of the Indian languages. College has 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. 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.

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. 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. 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 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   **141**

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   126

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   123

File Description	Documents
Data Template	View File

2.6   141

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   31,35,856

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:

Extended Profile

1.Student

2.1 Number of students on roll during the year	**141**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**150**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**126**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**123**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**141**

File Description	Documents
Data Template	View File

2.Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		**31,35,856**
4.2 Total number of computers on campus for academic purposes		**80**
3.Teacher		
5.1 Number of full-time teachers during the year:		**26**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

Number of sanctioned posts for the year: | | **26** |

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

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

The initiatives taken up by the Institution are as follows:

For effective curriculum delivery:

1. Qualified and experienced faculties are recruited.

2. Healthy working environment is maintained in the college.

3. Regular reviews are done on the performance of the faculty.

4. Feedback from the students is collected every semester.

5. Regular meetings are conducted by the Principal with the faculty members.

For the execution of the curriculum:

1. Use of ICT-based pedagogical tools

2. Allocation of subjects based on subject expertise.

3. Preparation of lesson plans in advance and strict adherence to the plans.

4. Maintaining a Teaching diary in order to keep a record of day-to-day teaching activities

5. Teachers are encouraged to attend University-related subject orientation workshops to keep

themselves updated on the contents.

6. FDPs are organized regularly.

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

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

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

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

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

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

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://gacoe.ac.in/academic/academic_calender.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://gacoe.ac.in/academic/Curriculum.php

1.2.2 - Number of value-added courses offered during the year

15

1.2.2.1 - Number of value-added courses offered during the year

15

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

260

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

260

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

182

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

182

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.

The curriculum for the B.Ed. and M.Ed.programmes provides

opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation of a global curriculum. The knowledge domain emphasizing on acquisition,

integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, extension lectures, discussions, debates, projects, assignments. Students are provided conceptual knowledge and application to create representative models and simulation scenarios.

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

Procedural knowledge for different levels of school education, primary, middle and high school levels are included in the pedagogical methodologies that are specific to one's chosen area of specialization. Each student chooses 2 methodology subjects

and specializes in them. M.Ed students

choose to specialize in Elementary or Secondary Education in the III and IV Semester.

Capability to extrapolate from what one has learnt and apply acquired competencies- Students

extrapolate from what they have learnt in theory subjects and practicals in college and apply the acquired competencies to new situations when they go to schools for practice teaching.

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

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

The curriculum of both B.Ed. and M.Ed courses covers the theoretical aspects different School Systems exhaustively. Under the Subject, 'School Organization

and Management' in the B.Ed course (III Semester), students a given a thorough exposure to different school systems. The courses gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC) and Central Board of Secondary Education (CBSE).

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.

Students are familiarized with a comparative study of curriculum

framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. The student teachers are exposed to different pedagogical practices of Boards in

schools during the internship, trained to formulate subject specific academic standards and learning outcomes.

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

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

The college provides holistic education to pre-service teachers. Morning assembly focuses on the spiritual realm. All courses are branched out having theoretical as

well as practical aspects integrated to skill based learning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge to bring linkage. The EPCs which are a part of the B.Ed course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations.

A thorough theoretical exposure combined with practical work ensures that students derive professionally relevant

understandings and consolidate these into professional acumen.

The language skills acquired are applied to course materials, research and projects. The

inclusion of relevant source materials, prepare students for cross-cultural and multilingual demands of a global society.

At the PG & UG level, electives are offered for self-development and

professionalism.

Maintaining an e-port folio- Writing articles for the college magazine. - Maintaining a self-reflective diary - Designing innovative lesson plans –

community service for empowering women. - E-content development - Preparation of Multiple Choice Questions (MCQs). The functionalities of MOOC's such as SWAYAM, Open Educational Resources (OER's) are told to the students to augment their professionalism.

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	Feedback collected, analyzed and action taken

process adopted by the institution comprises the following	

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

141

2.1.1.1 - Number of students enrolled during the year

141

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

139

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

139

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

40

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

40

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 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 organized for the freshers to ease the transition into new course. Mentor mentee allocation, orientation to SWAYAM self-study courses, various subjects and the practicum, literary activities, syllabus orientation, school visits, internship are the main areas focused upon.

The institution conducts entry level test on school subject content to ascertain the subject proficiency and the teaching aptitude of the students. Based on the student's performance, students are identified as advanced, average and slow learners. Internal assessments are conducted before the semester exams. Peer tutoring is provided; advanced learners are made part of research activities of the college. Guest lectures, extension lectures, workshops, seminars, field trips are arranged for the students.

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 faculty provides a variety of learning experiences, which makes learning more individualized, creative and dynamic.

Experiential Learning: Demonstration, Practice sessions for Micro teaching skills are organized in a simulated condition. Students go to real classroom for practice teaching and Internship.

Students are taken for field visits to special schools, residential schools, and field trips to interact with the artisans and understand their skills, opportunities and challenges

Mock Interviews are conducted.

Participative Learning: The institution organizes different guest/extension lectures, seminars and workshops

Problem solving Methodologies: Opportunities and guidance is given to the students to conduct action research and case study

Brainstorming sessions are conducted, focus group discussions, celebration of important occasions like National and International Days of importance, National and religious festivals, cultural competitions, sports and games, debates and symposium are organized for active learning.

Online classes are conducted through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups; various online assessment tools like Google forms, Kahoot,

mentimeter, nearpod, quizzes, and Wordwall are used.

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

20

File Description	Documents
Data as per Data Template	[View File]()
Link to LMS	https://www.youtube.com/channel/UCyqQpwKQo9dTIwK_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

135

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	**Four of the above**

activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://docs.google.com/spreadsheets/d/10DvE7PoB9FYlLhVoRNTZLx0I-qTMCPlq/edit#gid=863953807
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

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

Working in Teams: The students work in teams for celebrating Independence Day, cultural programs, brain storming sessions, mock parliament session Morning assembly. Skits, Role play, Group Discussion, Women's day Constitutional Day, National Integration Day, and TLM exhibitions.

Dealing with Student Diversity: Students with diverse backgrounds have their needs 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. Entry level assessment in subject content is conducted to understand the readiness of student. Advanced learners are assigned to conduct research.

Conduct of Self with Colleagues and Authorities -Awareness programs on ill effects of ragging, etc are conducted. Students are part of many committees in the college; they learn how to conduct themselves with Colleagues and Authorities. Students are

made aware of the code of conduct, professional ethics and
exposed to the qualities such as soft skills, body language,
team spirit, co-operative management skills and balancing home
and work stress

Students learn recent developments in education and life-
Seminars, webinars, Extension lectures, value added courses are
regularly organized

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 is a B.Ed. course participant Ms. Sanobar Naaz (2021-23)
gained an in-depth understanding of theory courses which
strengthened intellectual and teaching abilities to apply the
lesson planning techniques in macro and micro-teaching,

reflective reading and writing during internship programme. She has participated in debates, social issues brainstorming sessions, library hours, value-added courses. She integrated creativity, innovativeness, personality, leadership skills, and collaboration and holistic learning through art and drama. The self-development project made her build self-confidence and interpersonal abilities. On the whole the zeal to become a teacher made her to imbibe and strengthen her innate abilities through e-portfolio.

Case 2-is an M.Ed. course student Ms. Ayesha Fariyah, Roll No. 162621709005. She was exposed to a great deal of theory and hands-on exercises in the course, which helped her acquire a wide range of abilities. Her talents were demonstrated in field visits and internship programme, which together demonstrate her proficiency in a variety of life skills. Her dissertation gave her the opportunity to develop the Academic and Expository writing skills. Her internship assisted her in preparing the Evaluation techniques. She analyzed the issues and best practicesfrom the grass root level which made her a complete Educator.

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 possibl	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	**All of the above**

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

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

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

All of the above

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

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

All of the above

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

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 ofcommunity 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

Four of the above

Preparation of term paper Identifying and using the different sources for study	

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

Response:

The internship program is spread over 4 semesters of B.Ed and 2semesters of M.Ed. course.

Selection of schools for internship is done by the abilities of the students, medium of instruction, methodology requirements of the schools. Permission is taken from the DEO, Hyderabad after finalizing the list of schools.

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters with the school Principal.

Students practice teaching skills in the college where the faculty corrects their lesson plans and lessons. Workshops on preparation of TLMs, evaluation tools are conducted. Orientation to SAT, Action research, community service, is given.

Internship program of MEd has two aspects: Observation of peer teaching sessions and internship at B.Ed. College

1) Internship at B.Ed. College: M.Ed. students observe the innovative lessons of B.Ed. students.

2) They go to special schools and observe their classes, assist them for duration of 64 hrs.

Micro and reflective teaching is observed by college lectures and peers. A Rubric and observation sheet is maintained. Macro lessons are observed. Students are sent to special schools, government, private, aided, international schools of different boards.

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

78

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, two period plans before their peer group as Reflective Teaching before Internship. These lessons are monitored and evaluated by the teacher educators. During internship, the candidate teaches 40 period plans from each of the methodology under the supervision of the trained subject teachers. Concerned lecturers of the colleges visit the schools in turns and observe the lessons. The final practical examination is conducted by two examiners - one internal and one external,

The Head Masters/Mistresses of Cooperating Schools are oriented about their role and a responsibility before the internship begins. They monitor the attendance of B.Ed. student teachers, participation in School assembly, conduct of tests, and preparation of report cards.

School supervisors monitor the classroom performance of the students and record their remarks in the period plan books.

Teacher Educators monitor the planning and implementation of period plans and assessment tools during micro, macro and reflective teaching. M.Ed. internship programmes are monitored by teacher educators and peers.

Role of Self: Every student teacher assesses his/her own growth

from semester I to IV, through a reflective analysis.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	**All of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

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

2.5 - Teacher Profile and Quality

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

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

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

7

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 and various enrichment programmes organized by the institute for ensuring professional development of the teaching staff. The institution encourages the teachers and staff to take part in national and international seminars. Staff discusses 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. Faculties members undertake add on courses via MOOCs, to enhance professional growth. Faculties, who attend or participate in short-term courses, orientation programmes or workshops, brief the other staff members on topics of concern and interest.

An in-depth study of the NEP 2020 was taken up and an implementation schedule prepared, The faculty members organize seminars , webinars, capacity building sessions for in-house members (colleagues) in areas of interest. IQAC puts forth challenges in emerging new domains of knowledge and these are studied for personal growth of faculty & institution.

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 CIE. It begins as assessment test when

students join the college. Theory subjects are evaluated via Internal and pre-final exams and assignments.

Micro teaching and reflective teaching are practiced under the guidance and supervision of teacher educators. Lesson plans for micro, reflective as well as macro teaching are corrected by the lecturers with feedback and marks allotted

Internship: The student teachers are evaluated by school teachers as well as the methodology lecturers.via an evaluation tool.

Peer observation – Fellow student teachers observe the lessons and give constructive suggestions.

The students are evaluated during their teaching practice, scholastic achievement test record and activities during internship.

Outreach activities: are taken up in the schools and slum areas. Students submit a record of all the activities and the projects they do which are evaluated by a jury of experts.

Psychology and science laboratory, mathematics lab is also assessed

The assessment for M.Ed students includes review of a book or article, ICT based teaching and seminar presentations and classes to the B.Ed students..

The internal assessment marks are forwarded to the Controller of examinations, Osmania University.

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** | Four of the above |

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	

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, if any, and to take steps for their redressal.

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. A Grievance committee is present in the college as well as a 'Grievance Box"

Exam Revaluation The principal appoints examiners other than the previous assessor and if a change is found it is rectified. Re-schedule of Examination/Internals: In unavoidable circumstances, a re-scheduled time table is prepared.

Students with shortage of attendance can avail the College's grievance process. Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate. Examination Time: Grievances related to the examination schedule and time-table is addressed. Sick candidates are taken care of by the chief examiner by permitting them 15mts extension. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad.

During the pandemic all offline assessments were transitioned to

the online mode. 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 which contains all the important information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, and inter semester break. The internship programme & practical are followed as scheduled. The academic calendar is prepared as per the NCTE norms of having hundred working days per semester. After which, examinations are conducted by the Osmania University.

The academic audit conducted ensures verification with documentary evidence.

Teacher: Every teacher is assigned the subjects, wherein she plans the teaching and evaluation schedule of assigned subject.

The Principal- compiles the academic plan submitted by the teachers, ensuring there is no overlap and forwards it too the 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. 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 at Ghulam Ahmed College of Education is aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University.

1. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and emerging pedagogical approaches.

2. The transaction of curriculum creates a link between learner, syllabus, content,.

3. The pedagogies are aligned to the course outcomes, mapped to programme outcome.

4. The practical activities are in alignment with PLO, includes assignment, seminar presentation, observations, reflective journal, and subject textbook review.

5. Teaching process in the cognitive dimension includes pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative

6. Research work focuses on global standard of research

7. Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme.

9. Value added courses provided by the college develop a sense of equity and inclusivity to nurture teachers. The entire faculty prepares monthly plan as well as semester plan in line with the course learning outcome (CLO).

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, and problem solving, enabling smooth transaction of curriculum

2. The practical activities are in alignment with PLO, include assignment, seminar presentation, observations, reflective journal, and subject textbook review

3. Teaching process in the cognitive dimension include pedagogical interactions. The internal assessment and semester examination results enable the faculty to identify weak students and provide remedial measures.

4. Research work focuses on global standard, and development of research skills.

5. Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme

6. Classroom Learning Activity as part of the course outline assigned to all the students, the observations, formative assessments help the faculty in planning and providing

opportunities to the students based on their needs.

7. Celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge.

8. Value added courses provided by the college develop a sense of equity and inclusivity.

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

141

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.

Student assessments are formal, informal, individual or collective. The result of assessment provides qualitative information that help faculty determine improvement of the courses.

The Entry level assessment results of the students helped the students who were weak in subject content to improve in it. The participation and involvement of the students in classroom activities is informally assessed, and students are guided to become active participants.

Participation and presentation in EPC is assessed through rubrics.

Internal assessments conducted twice a semester, helps the students to master the course content knowledge.

Teaching skills of the students are assessed through rubrics. The school supervisors provide their valuable feedback in the Internship program.

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

All the projects/curricular and co-curricular activities, community engagement, are assessed through formal/informal rubrics and immediate feedback.

The two-year B. Ed./M. Ed. course, students from Ghulam Ahmed College of Education develop Pedagogical skills, Teaching competencies, Effective Communication skills, Professional ethics, Scientific temperament, Psychological attitude, 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/1FAIpQLSfMjhPU8OMO9rnxJZPQbGvg xD0hGQYOPQ1eY5mIMxiYA18L5A/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)

0

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	**Four 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	**Three 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

1

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

1

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

12

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

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

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

255

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

230

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

230

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.

The students of the college organized 'Beti Padhao Beti Bachao' programme, adult education camps in slums, visited Home for the Aged, co-operating with the State government for adopting government schools for practice teaching, remedial programmes for illiterate adults, etc. It collaborates with the NGO 'Youth for Seva' and organizes activities like Blood donation camp, Women's day, etc. They visit special schools, participate in events such as awareness programs and vaccine drives.

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

1. Awareness and Sensitization programmes- The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in taking up humanitarian activities and community engagement programmes.

2. Capacity Building Programmes - The students conducted the Tobacco, Drug Abuse and Menstrual awareness programs. for AIDS awareness, and MGNCRE's Community Extension activities.

3. The Green and Clean Initiatives. College students planted trees at various locations. They spread awareness on importance of a Plastic Free Environment, Swachh Bharath programme.

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

2

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

25

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

25

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

21

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	**Five/Six of the above**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

Classrooms: are spacious, well-equipped, well ventilated with LCD projectors and Wi-Fi.

Laboratories: are well-equipped in all method subjects, there is also an educational technology lab, and psychology lab to conduct experiments

Seminar Halls: The institution has 2 seminar halls to conduct seminars, conferences, guest lectures and workshops. Seminar halls are equipped with LCD projectors, WI-FI and are air conditioned with seating capacity of 300.

Library- is well stocked with a rich collection of books, journals and e- resources covering the B.Ed and M.Ed. syllabus as well as reference books in various subjects. It has a

reference section and DELNET facility.

Computing Equipment: there are 80 computers available within the institution.

Sports Field: The College has a huge sport field for outdoor games and equipment for indoor games.

Fitness centre, A well furnished gym with changing room is available for the use of college students.

The campus has a huge auditorium.

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	https://gacoe.ac.in/facilities/ict.php
Any other relevant information	[View File](#)

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

7.4

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 of the Institution with good infrastructure and ambience. There is a 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 can perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books in the library with precision With the partial automation of the library system, identifying and physically locating books is facilitated.

Content Supported: Textual materials (e.g., books, periodical articles, encyclopedia, 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 (EduTech. 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 operations such as acquisition cataloging, circulation, OPAC, serial control, and stock verification.

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	https://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 provides the latest information in teacher education, sciences, humanities and social sciences, for both students and teachers.

The automated software DELNET, permits remote access to the library. The librarian can acquire books, catalogues, and manage book inventory. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme or by access through the College email and password.

Students are thus able to access UGC and its affiliate libraries

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 More than one user can access the e-Book simultaneously.

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)

0.67

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

149

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/academic/learning.php
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

The institution is equipped with high speed internet and Wi-Fi. There are eight LCD projectors, two laptops, one smart board, projector, digital camera. The office is furnished with high configured systems, and has Biometric system and close circuit cameras.

Library: There are computers available for the student-teachers to access to e- resources.

Computer cum Language Lab. has a server and twenty systems with LAN and

Wi-Fi.

Language lab has headphones, and interactive board

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.

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.

The Educational Technology (ET) Lab: is equipped with LCD projector, laptop, and other audio-visual equipment.

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

Software: The institution uses predominantly Windows 7 and 10, MS office 2007, SPSS, Adobe reader. LMS and MOOC platforms are extensively used.

The college has a bandwidth speed of 200 Mbps to 750 GB.

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

4.3.2 - Student – Computer ratio during the academic year

1:3

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 theacademic 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**

File Description	Documents
Data as per Data Template	<u>View File</u>
Link to videos of the e-content development facilities	<u>https://docs.google.com/document/d/1pb80G GUNmimxEhyDWUEli- IWubu3zu7KXbFcgmQDMAQ/edit</u>
List the equipment purchased for claimed facilities along with the relevant bills	<u>View File</u>
Link to the e-content developed by the faculty of the institution	<u>https://docs.google.com/spreadsheets/d/1s Af549TB8KDLqi3ARx46c13_89P_QGxk0FkGySDsMW g/edit#gid=1709626908</u>
Any other relevant information	<u>View File</u>

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)

31,35,856

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

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

Procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers and committees.

Classrooms and Building Maintenance: Physical infrastructure is well maintained and upgraded with necessary equipment. Regular cleaning is done and Saturdays are reserved for deep cleaning

and sanitization.

Garden is maintained with rich source of indoor and outdoor plants.

The laboratories are maintained and staff in-charge takes care of stock checking. Service and maintenance of lab equipment and website, computers is done through Annual Maintenance Contract (AMC).

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

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

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

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

Regular maintenance of Computer Laboratory equipment is done by AMC.

File Description	Documents
Appropriate link(s) on the institutional website	https://gacoe.ac.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable | `Seven/Eight of the above`

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | `A. All of the above`

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

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

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
40	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).

17

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)

61

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

The Student council is active in the college and it plays a proactive role in the institutional functioning. The college has an active and well constituted student council that meets

formally and informally. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The student council takes active part in organizing different activities of the college. Its aim is to connect the student body with administrators and alumni, as well as to support College initiatives in the areas of recruitment and development. The co

curricular, extracurricular activities, Seminars, Conferences, etc are organised after a detailed discussion with the student council. While focusing on issues related to teacher preparation and education in general, the Council's activities include organization of workshops, cultural and social events,etc. They regularly report to the principal and discuss curriculum, school internship modalities of school syllabi and all other

aspects of concerns to them.In addition to organizing events that contribute to the institution's spirit and communitywelfare, it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of significance.

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

19

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

The mission of the Alumni Association of the college is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni Association of the college

was registered in the year 2022. Alumni meet is conducted once or twice a year.

Regular meetings of the association have contributed to the growth and development of the institution in redefining

the curriculum process, teaching-learning constructs, assessment techniques and also issues

pertaining to women empowerment, responsibilities of a knower, improving marketability in student teachers

through certificate courses, etc.

Supportive and amicable alumni network is most valuable to the college, and they act as Ambassadors in contributing towards academics and liaison activities. Because of the dedication and gratitude, many Alumni promote placements for the Institution.

Two Significant Contributions from the Alumni –

Guidance for development of overall personality and pursuing Higher Education: The Alumni, pursuing their higher studies in various universities acrossthe world, share their experiences and help the students in choosing specialization for higher education.

Guidance on Placements: Our Alumni are placed in various reputed schools and colleges of education.They help the students to prepare for placements by giving suggestions on improving articulation and soft

skills.

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

2

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

The rich practical experiences of alumni are tapped and recorded for further reference. Regular communications are through whatsapp with regard to government notifications and other educational matters. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Alumni are encouraged to go for higher studies and to gives professional help, provision for library reference whenever required. Qualified

and competent alumni are communicated regarding recruitment in

college and other institutions. They communicate vacancies arising in respective schools to facilitate placement.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.

The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni.

The members of the Alumni are eminent personalities from the teaching profession. They share their experience with the students and motivate them for their career development in various domains.

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 administration of the Institution is in accord with the stated vision and mission of the college, as is indicated by an efficient leadership with an involved approach of working.

Response

The Head of the Institution leads from the front, planning and executing activities to graduate tech savvy teachers through holistic education.

Mission

The institution leads in providing quality teacher education to the minority student teachers. The B.Ed. and M.Ed courses provide an exceptional grounding to the students to develop an integrated personality which is in harmony with the changing

times.

Governance

Ghulam Ahmed college of Education was established by the Sultan Ul Uloom Education Society in 1985, managed by Board of Governors.SES, is now a pioneer in the field of Teacher Education.

Perspective plan

Quality Policy is framed according to the needs of the stakeholders. A Strategic plan is prepared for 5 years with suggestions from IQAC. Faculty of the college supports the Principal in the day to day administration and activities and is completely involved in the decision making.

The process of reaccreditation is distributed amongst core teams, each one for separate criteria, who are responsible for data collection, its compilation and presentation.

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 Institution has in place a decentralized approach to administration. All financial, academic an leadership affairs are managed by constituent bodies such as the Governing Council (GACE), Board of Governors (SES), Principal, IQAC, Academic Staff Council, members of teaching, non-teaching staff, representatives from students, stakeholders and alumni.

At all levels participative management is implemented.

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.

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 organizes meetings with senior faculty members for improvement in all academic activities.

Operational level: The college staff interacts with Osmania University professors, government officials of Telangana as and when required. The staff and students help in smooth execution of different academic, administrative, extension related, co-curricular and extracurricular activities

Case Study:

The head of the Institution selects and deputes senior faculty members as conveners, who in turn involve the faculty members, students to organize the event.

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

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.

The administration of the college is done as per the norms of the State Government, NCTE and the affiliating University

Financial:

All budgets are approved by the Governing body annually. Internal and external auditing is done in the college. The audited report and the balance sheet are uploaded online. Financial audit is done by an external auditor

Performance Appraisal Report (PAR) contains the details of the budget expenditure, and is uploaded to maintain transparency. Records of revenues generated, faculty examination duty fee, are maintained.

Academic: The academic calendar and the syllabus are 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 and remedial sessions for improvement of weak students are in place

Administrative: Admission notification is advertised for admission in Management quota of B.Ed. course. 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

Every five years a Strategic Development plan is drawn, keeping in mind the vision and mission of the college. Major areas and activities are identified; mainly the focus is to create ICT smart teachers. Most goals of the previous plan have been realized

The present strategic development plan has the following goals.

Strategy 1: To establish better academic practices and procedures, to produce professionally competent and ethically strong graduates.

Strategy 2: To be a choice for good quality, competent faculty.

Strategy 3: To encourage Research &Consultancy.

Strategy 5: To develop a smart campus.

Strategy 6: To strengthen placement facilities.

Strategy 7: To build a healthy relationship with the alumni

Goal: The vision of the Sultan ul Uloom Education society is to produce quality teachers through holistic and innovative practices in teacher education.

Achievement strategy: Students are exposed to a holistic education focusing on recent research in education. Micro and reflective teaching, peer evaluation, ICT mediation in teaching are all undertaken to produce confident teachers. . Self development skills are developed through yoga and co curricular activities and participation in National and State level seminars, group discussion, Guest lectures, inter-institutional interactions

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://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.

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

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

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

The institution's constitutes committees for implementing quality initiatives and transparent administration for the benefit of the students, faculty and staff at various levels

Other Academic and Administrative Duties: The principal monitors the various academic and administrative matters. Vice Principal, senior faculty, Coordinators and In-charges provide academic support to the Principal.

File Description	Documents
Link to organogram on the institutional website	https://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 institution has committees, bodies and cells for effective management. The operations are carried out through regular meetings. The minutes are maintained and action taken reports are minutely detailed, and signed by the Principal.

All activities 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.

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

Based on the recommendation of the committee on ICT skills:

1. Use of multimedia facilities by LCD projectors, e-learning material

2. Language laboratory for communication skills

3. Computer literacy programme for students.

4. The curricular transaction is enriched with the help of ICT to add a good number of activities for student's capacity building.

5. Converting practice lessons to Technology aided classes during teaching practice session was made compulsory for all teacher trainees.

Problems encountered while Internships are also dealt effectively

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

6.3 - Faculty Empowerment Strategies

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

The management initiates several welfare measures to maintain high motivation levels amongst its employees.

The college gives academic freedom to all its staff members, funds are given to staff to attend Faculty development programs, staff is treated on duty when they attend Seminars/ Workshops, permission is given to staff to pursue higher studies. Annual increment for all staff – teaching and non teaching is given.

Appreciation measures are farewell party to staff at the time of retirement from service, get togethers, celebration of festivals, etc. Staff is given leave facilities as per the leave rules of SES. The institution conducts FDPs and seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct

workshops, guest lectures, seminars and conferences.

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

performance.

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

12

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.

6

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

26

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.

The institution assesses the teaching and non-teaching staff in a systematic manner based on performance and productivity. Apart from the actual performance, other aspects such as potential for future improvement, strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth

Each year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. A faculty incentive scheme is in place.

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

Assessment of the non-teaching staff is done annually, based on factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non-teaching staff and academic staff

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 Board of Governors, SES, overseas the internal audit and reviews the findings of the external financial audit

Internal Audit is carried by the Internal Audit Committee which monitors the accounting systems, policies, procedures, budgets and methods of accounting of the various transactions as per norms stipulated by the nodal agencies of state Govt. and Central Govt. bodies.

Auditing is done in:

1. Audit of Financial transactions and maintenance of books of accounts in the Accounts Section.

2. Monitoring the physical verification of stocks in the Departments and Library

College accounts are audited by Statutory Auditors appointed by the Board of Governors, SES. After completion of Audit, auditors prepare a 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 for the audit

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.

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

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 institution is supported by a non-profit educational trust, the Sultan ul Uloom Education Society. The students' tuition fees are fixed by the TAFRC- Telangana State Fee Regulatory Committee. A separate source of income is from sale of forms, renting of space, revenue from hoardings, and sale of scrap.

Collection of student fee is through challan. Interest earned from fixed deposits, amounts received from alumni, philanthropists, and other stakeholders for research and project activities also contribute towards funds.

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

Utilization of Resources is done optimally under the following:

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

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

The internal and external audit is undertaken annually to make sure that the budget is optimally utilized. The expenses are utilized based on the budget approvals. All purchases are made through quotations, comparative statements and negotiations for procurement of capital equipment and Infrastructure facilities

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 a significant role in advising concrete measures for quality enhancement. The IQAC meets quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and give feedback.

IQAC initiatives include:

Improvement of Academic results; Students teaching practice; Placements; Research and development; Monitoring and mentoring of academic and administrative activities. Infrastructure facilities in the college were revamped, classrooms were equipped with computers/laptops, cameras, etc to conduct online classes; Work was initiated to revamp and modernize the College website; The college staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level.

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.

Quality improvement Practice-2: Promoting Technology Enhanced Learning For enhanced learning experiences of the students and staff, IQAC has initiated the process of enrolment into MOOCs (Massive Open Online Courses)

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 plays an influential role in enhancing the quality of the academic,co-curricular endeavors of the College, through the

following practices

1. Conducting Academic audit annually by an external expert.

2. Methodology is improved by self introspection.

3. SWOT Analysis is done.

4. Feedback from stakeholders facilitates teaching learning reforms.

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.

8. Bringing variations in assignments and project work to make it more challenging. Recommendations from NAAC Peer team are followed.

10. IQAC promotes the culture of research amongst students by organizing Research Workshops for students.

11. Specific Student seminars on current issues and developments like NEP 2020 are organized.

12. Student teachers are trained to critically analyze curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.

13. Language proficiency is enhanced through the Communicative English Project and certificate courses.

15. Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy.

16. Projects are complemented with assignments, seminars and group discussions

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

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

18

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	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://gacoe.ac.in/iqac/mom.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://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 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.

Incremental improvements achieved within the institution:

- A result-oriented, performance-based model is adopted at the College that emphasizes accountability based on student learning. A new approach of evaluation was implemented that included self-reflection, peer evaluation and faculty input. New techniques such as ICT based, value-based lessons were incorporated. A variety of plans such as STEM/ STEAM based teaching, team teaching; reciprocal teaching and differentiated learning are taught.
- Honoring Student Diversity - Peer tutoring is being

- assigned to the advanced learners and they act as 'big brothers' to the slow learners.
- The goal now is to produce tech savvy quality teachers through holistic teacher education.
- The college is on its journey of making sincere efforts to adopt the recommendations of NEP 2020.

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.

TheCollege is committed to functioning in a manner that reduces itsCarbon footprint and harmful impact on the environment. The College's Green Policy emphasizesthe need for sustainable practices, which are economically viable too. The faculty, students andother staff are fully acquainted with this policy and implement it completely.Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. These help in maintaining pollution freeenvironmentThe 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.Initiatives implemented by Ghulam Ahmed College of Education are:Increased LED lighting,Use of Solar lights,Use of plastic banned in college campus Smoking free campus,Litter free campus,Sapling plantation,Installation of water-saving faucets in toilets, etc.

Regarding energy consumption the college has taken the following key core areas to sustain andmanage energy consumption, regulation and conserve natural environment in the campus. The purpose of the green audit is to ensure that thepractices followed are in accordance with the Green Policy adopted by the institution

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.

Solid waste management: The solid waste generated in the campus can be demarcated into dry waste (inorganic) and wet waste(organic). Being a non-residential campus, generation of wet waste is confined largely to the canteens and pantry. Apart from this, small quantity of wet waste is generated through the disposal of leftover food bythe students and the staff. The bulk of solid waste generated is dry, consisting of stationary like paper, wood and plastic.

Liquid waste management The campus has a waterborne sewerage system in the campus which consists of an underground networkof sewer pipes with manholes. The black waste water from WCs and also wash basins is directly discharged in to the sewerage system which is connected to the city underground sewerage system of theWater Supply and Sewerage Board.The gray water from thecanteen, wash area and RO plant isused for gardening E-waste management The various components of E-waste encountered in the campus consists of computer systems, CRT andLED monitors, electronic components used in the laboratories, printers etc. Outdated computer systems which are in working condition are distributed to the constituent schools of the society for use by theschool students.

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

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

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

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

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

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

Cleanliness: The college is supported with an efficient contingency staff meticulously working towards keeping the campus clean. . The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. The air conditioners are annually serviced for efficient performance. Facility for clean drinking water is provided through a reverse osmosis units available on each floor. Regular cleaning of overhead tank is taken up. The book racks are dusted regularly. Sometimes books are shifted according to its subject entries into new cupboards/shelves. Fumigation is done regularly. A MOU has been signed with Rapidue Technologies for disposal of waste.

Sanitation: Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time.

Green cover and pollution free environment- The college campus has beautiful gardens and huge trees and is an environmentally friendly campus. Plants are well maintained in the campus. 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.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.6 - Institution is committed to encourage green practices that include Encouraging use 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	`All of the above`

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)

3.61	

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

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

The 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. Stationery shops, pharmacies are all close by. Resource persons, faculty from colleges of education, principals and staff from cooperating schools are invited for seminars, workshops and conferences. Faculty exchange is convenient. The playground in the campus is utilized for purposes of sports and games by various other schools and colleges in the vicinity. At times the spacious halls are used for large scale events. Students and staff have the usage of an in-house gymnasium furnished with necessary exercise equipment. The botanical garden serves as a nursery for plantation in areas around the college. The beautiful surroundings of the college are used for outdoor programs and assembly.

Students are sent to nearby schools for observation and internship. Local community people are invited to college to deliver extension lectures to the staff and students.

Community Practices and Challenges:

There is a strong bond with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared, and resources are shared with government schools on request.

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

Title of the Practice: Training students to diagnose psychological issues in children.

The Context:

Students these days live under stress due to academic and peer pressure.

Objectives of the Practice

To instill diagnostic skills in student teachers.

To address psychological issues in children.

The Practice

1. Training in conduct and analysis of psychological tests in college.

2. Practical activities in schools to diagnose psychological problems in children.

Impact of the program: Student teachers learnt to identify children with psychological problems in school.

Obstacles faced during practice and Resources required: Getting authentic response from children.

Best practice-2

Title of the Practice: Instilling importance of conserving biodiversity in student teachers

The Context: Biodiversity isessential to support all life on Earth.

Objectives -to raise deeper understanding of interconnectedness of the living world and thereby avoid the mismanagement, misuse and destruction of biodiversity.

The Practice- spreading awareness on ill effects of using plastic, importance of tree plantation, ways of water conservation, etc.

Impact of the program: Student teachers realized the importance of conserving biodiversity to protect earth.

Obstacles faced and Resources required: getting support of community people to stop using plastic, conserve water, 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

7.3.1 The College has excelled in the following distinctive areas.

The college aims at transforming the student teachers through holistic education to build an enlightened society. Focus is on providing multidimensional, student-centred learning, covering topics beyond curriculum, connecting students, society and environment.

Placements- The students are trained in the second year to face interviews, write resumes, etc. Training in Communication Skills, Soft skills and employability enhancement skills is given. Placement cell has due contacts with International and other reputed schools, which come to college for placements.

Practical training focussed upon- Micro teaching, Reflective teaching, use of ICT tools are stressed. Digital lesson plans are written and presented in Practice teaching. All the classrooms are equipped with the ICT infrastructural facilities. Reflective Journal and Portfolio analysis authentically maintained by students are associated with their emotions. E-Portfolio is created by each student and maintained up-to-date. With the motto, 'Lighted to Enlighten', the college is distinct in developing highly intellectual, strong socio-emotional and skilled psycho-motor developed teachers for tomorrow.

Nai Talim programs are taken up be students.

The college organized a Blood donation camp in collaboration

with Youth for Seva and Gandhi hospital on World Blood Donor Day, 14th June, 2022.

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