



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Govt. College of Education(IASE) M.A.Road Srinagar
• Name of the Head of the institution	Prof.(Dr.) Ruhi Jan Kanth
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01942479807
• Mobile No:	9419018037
• Registered e-mail ID (Principal)	gcoe.sgr@gmail.com
• Alternate Email ID	iase.iqac2021@gmail.com
• Address	M.A.Road, Srinagar, J&K
• City/Town	Srinagar
• State/UT	Jammu and Kashmir
• Pin Code	190001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Cluster University, Srinagar				
• Name of the IQAC Co-ordinator/Director	Dr. Malik Roshan Ara				
• Phone No.	0194-2479807				
• Alternate phone No.(IQAC)	9419018037				
• Mobile (IQAC)	6005584088				
• IQAC e-mail address	iase.iqac2021@gmail.com				
• Alternate e-mail address (IQAC)	gcoesgr@gmail.com				
3.Website address	www.gcoekmr.org				
• Web-link of the AQAR: (Previous Academic Year)	http://www.gcoekmr.org/pdf/AQAR_2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.gcoekmr.org/AcademicCalendar.aspx				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A+	3.52	2012	01/03/2012	31/12/2019
6.Date of Establishment of IQAC			05/05/2004		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of			View File		

IQAC		
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (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	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Transaction Plans devised for Covid-19 Pandemic period		
Setting standards for Internal Assessment/POT/Internship		
Transaction Plan Guidelines developed during Covid 19		
Preparation and Compilation of SSR criterion wise started		
Institutional feedback Analysis for Learners and Teachers		
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	
Strategy for successful implementation of Transaction Plans during Covid-19 Pandemic period Organising	Successful Implementation of Transaction Plan during covid-19 pandemic	
13.Whether the AQAR was placed before statutory body?	Yes	
<ul style="list-style-type: none"> Name of the statutory body 		

Name of the statutory body	Date of meeting(s)
Principal /Coordinator IQAC /Deans	22/04/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020	07/02/2022

Extended Profile**2.Student**

2.1	1065
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	508
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	304
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	149
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	149
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	382
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	389
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	90
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	18
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	24
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
The transaction plan/internship guidelines during COVID-19 were	

framed by IQAC. The guidelines delimited the systematic and efficient use of online teaching platforms. The guidelines in addition to suggesting the preferable online platforms recommended multilingualism, participative self-study and e-learning resources as the necessary requirements for COVID-19 time online teaching-learning. The guidelines were issued with the direction that transaction plans & COVID guidelines for POT & internship shall be issued from time to time.

1. A curriculum review meeting was held on 12th February, 2021 .
2. The Proposal for 4-year integrated B.SC./B.A. B.Ed, UG Honors programme has been sent to the university.
3. The proposals for PG in ECCE, Counselling & Family Therapy also stands submitted to the University.
4. The proposal for starting Ph.D sent to Cluster University, Srinagar & Higher Education Department.
5. Method of Teaching from directive to participative mode and deeper school engagement.
6. Including or evolving a method /pedagogy that attends to the local context(5-step lessons/ 5E lessons/4C lessons).
7. Having a course or a part of a course in a programme attending to the local situation(viz., Peace & Value Education/ Historical perspectives in Education/ Environmental Studies etc).
8. Dissertations,Area reports,situational analysis ,case studies focussing on local concerns.

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

B. Any 5 of the above

curriculum planning process during the year
Faculty of the institution Head/Principal of the
institution Schools including practice teaching
schools Employers Experts Students Alumni

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.gcoekmr.org/CLO
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

43

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	http://www.gcoekmr.org/AcademicCalendar.aspx
Any other relevant information	Nil

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

06

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

06

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

0

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

0

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	No File Uploaded

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

180

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

180

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 of the institution caters to all the significant

areas of teacher education. The courses in all the teacher education programs develop deeper and broader knowledge perspectives in teacher trainee. Due attention is given to interdisciplinary character of teacher education by including core knowledge from various areas like psychology, sociology, history of education by having them reconstructed into conceptual bases of education, understanding learner and learning, historical perspectives of Indian education, and to have them cut across the boundaries and enable the students develop coherent understanding.

The college is a registered local chapter of NPTEL-SWAYM portal, as such, students are encouraged to take up courses that help them to acquire diverse skills and attitudes required in the present fast changing times. Various Certificate courses also add to the skillset of students.

The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, presentations. The climate of collaboration and participation provides platform for critical thinking and hones the skills of dialogue and negotiation. Furthermore, courses like communication skills, reading and reflecting on text, visits to special schools and others contribute to development of host of skills that are necessary today.

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

Students are familiarized with school system existing in India. Our institution takes care of this through various courses of study and different activities in the college. At present pupil are acquainted

by following ways:

Courses:

1. Comparative education courses that familiarize the students with international perspective find place in teacher education programmes.
2. Courses on Measurement and Evaluation in different programmes familiarize students with assessments, norms, and standards.
3. Courses on school administration and education policies are taught to familiarize students with functioning of school system across India

Internship/Practicum

1. The school engagement programmes of our college is spread across government and provide schools, crèches to secondary schools, DIETs to SCERT. It provides ample opportunities to students for gaining knowledge about the type of school system in place in the UT

IQAC steps in this regard:

1. IQAC took up this matter in July, 2021 and suggested to acquaint students with the diversity in School system in India. The committee came out with action plan where it was resolved to strengthen the knowledge of students through course revisions, specific workshops, Internships and Practicum, acquainting students with this diversity in school system.

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

Teacher Education programmes that are significantly different in content and school engagement from the earlier teacher education programmes devised were introduced by the college to enable the students to learn from various courses on perspectives in education, pedagogy and school engagement, which ultimately converge and consolidate the learnings in the student teachers to develop in them the appropriate professional acumen to undertake the demanding career as a teacher:

The following highlights cater to this:

- Practicum part in each of the theoretical and practical course of Integrated B.Ed.M.Ed. enables students develop professional acumen and gain wide range curricular experiences.
- The lesson handbooks include- the constructivist lessons in all subjects as to enable trainees understand and critique different perspectives in pedagogy.
- In 2021 the mid-term curriculum in B.Ed. was undertaken to deepen the students' understandings during internship/school engagement by framing holistic criteria of experiences and assessment.
- The IG B.Ed.M.Ed. course encourages students to read the seminal works of various influential authors who have written on education to acquaint students with original and seminal literature in education
- School engagement begins with observation and ends with deeper reflective practice
- Visits to institutions related with children at all levels:
- Diversity of school system.

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.

Three of the above

**Structured feedback is obtained from Students
Teachers Employers Alumni Practice
Teaching Schools/TEI**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

382

2.1.1.1 - Number of students enrolled during the year

382

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

35

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

35

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

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.

In order to honour student diversity, the institution has designed the assessment process to identify and investigate the learning need of the students and their level of readiness to undergo professional educational programmes. At the entry level, orientation programmes are organized by the institution in which pupil teachers (both preservice and in-service) gets opportunity to interact with the faculty members. During these interactive programmes, academic investigation of the students is done by collecting responses from the students. The responses are collected with special focus on four important parameters of teaching profession I.e., teaching interest, competencies, attitude, and challenges. The students are also apprised about Programme Learning Outcomes (PLO's), Course Learning Outcomes (CLO's) and curricular and pedagogical aspects in teacher education programmes. This process of 'Learning Need Analysis' brings forth not only the academic profile of the students and their readiness to undergo teacher training programmes and yields the opportunity for the institution to take constructive steps for student diversity.

As commitment to honour student diversity, different programmes are organized and conducted for the students round the yearsuch as mentoring, remedial learning engagement, learning enhancement and collaborative tasks, etc

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

<p>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</p>	<p>Six/Five of the above</p>
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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

<p>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</p>	<p>One of the above</p>
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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

36:1

2.2.4.1 - Number of mentors in the Institution

30

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.

Our institution has been at the forefront in introducing changes in curriculum that not only includes syllabi but teaching-learning methodologies too. The lecture-based teaching shifted to collaborative, flexible and multi-mode teaching learning in all its programmes. The faculty used online teaching in terms of e-content where transcripts and video lectures were used. The pandemic put the physical classes on suspension and the college shifted to LMS en-masse.

Use of experiential, participative learning and problem-solving methodologies:

1. The institution have greater scope to use experiential learning where students take part in school engagement programs starting from shadowing of teachers to observation of various activities in schools and finally to practice of teaching. The students go through varied first-hand experiences where they participate and engage actively in activities generating an in-depth perspective about schools and schooling.
2. Pre-practice: Before active school experience student teachers participate in pre-practice the experience of which enables them to go for actual and active school engagement.
3. Learning is encouraged in theoretical classrooms too by way of holding discussions, seminars workshops, question and answer sessions.

This is further achieved by:

1. Guidelines for transaction.
2. Transaction plans and transaction analysis
3. Introduction of dedicated LMS.

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

19

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://lmsgcoesgr.in/
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

765

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	No File Uploaded
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

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	Nil
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

Mentoring is provided to students in programmes such as Internship, Micro Teaching, Community Service and Practice of Teaching etc. The main objective of these programmes is to develop professional attributes among students for school management system which is achieved through the following:

1. Students are engaged in mentoring programmes under the guidance of mentors. Students are trained in both theoretical and practical aspects of school management system like Lesson Planning, Micro Teaching, Community Services, SWOC analysis etc.
2. At the entry level, orientation programmes are organized in which pupil teachers interact with the faculty members. This process of 'Learning Need Analysis' brings forth not only the academic profile of the students and their readiness to undergo teacher training programmes but also yields the opportunity for the institution to take constructive steps to honour student diversity
3. There is an established code of conduct for faculty, students and other people of the institution. The code of conduct helps in streamlining and harmonizing all the functioning of the institution.
4. The institution conducts many sports activities and excursion/subject tour to different places which allow students which help students in socializing and building personal bonds with each other.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institutional system of Teaching-Learning encourages conceptual abilities among students. These activities in the college propel students towards convergent/divergent thinking, discursive/analytical thinking, and the skills of recognizing perspectives, investigation, communicating and taking action.

Intellectual/thinking skills:

- In theory classes: The intellectual and thinking skills are propelled through in-class and out-class discussions, presentations, seminars and workshops.
- In practicum: Teacher education courses in practicum part explores critical thinking, creativity, discursive skills, innovativeness and empathy.
- Internship/POT & its criteria: the college has come out with the criteria of assessment for POT/internship that leads to wider and better experience in school engagement.
- Participation in workshops/seminars/conferences: The College organizes various workshops/seminars to foster intellectual skills in student teachers.

Empathy/life skills:

- The college has adopted 5 villages to conduct activities involving students.
- Conducting cleanliness drives in the campus
- Conducting different activity of community concern in the institution.

- Programmes on stress management and communication skills.

Introduction of transaction plans: The IQAC of the institution has produced formats for transaction planning and analysis that enable the faculty conduct classes and activities in terms of looking at the from the perspective of knowledge, skill and attitude component.

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

Eight /Nine of the above

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

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

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

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as

All of the above

**interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

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

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

All of the above

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

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

All of the above

preparatory arrangements
Executing/conducting the event

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four of the above

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

In order to acquaint the students with the school atmosphere the internship/school engagement program is spread across the programmes to ensure student training & participation on a continuous basis. The internship program is conducted twice every year and necessary preparations are therefore made well in advance; beginning with the:

1. Selection & identification of schools.
2. Orientation to principal/teachers.
3. Orientation to students going for internship.

4. Defining role of the teachers of the institution according to the following:

1. The schedule of pre-practice/practice.
2. The criteria and assessment manual prepared for guidance of teachers of the institution/student teachers/schools.
3. Deputation orders as coordinator/supervisor to the internship schools.
 - Streamlining mode(s) of assessment of student performance :All pre-practice/school engagement is held according to the set manual of assessment.
 - Exposure to the variety of school set-ups :The very design of the internship program encompasses an exposure to variety of school set ups. The studentteachers are required to attend the institutions catering different levels of learning such as, Crèches, Anganwadis, Middle Schools, High Schools & HigherSecondary's, (including private schools, which enables them to compare and contrast and see the school system in holistic manner).

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

149

File Description	Documents
Data as per Data Template	View File
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

Seven/Eight of the above

Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports

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	No File Uploaded
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.

The college has internship spread across the semesters of B.Ed and Integrated B.Ed-M.Ed programs. The college follows a systematic plan to monitor the internship to achieve the goals meant for the practicum component:

Formulation of POT Internship committee the beginning of each year: The committee headed by the convenor who chalks out the internship /POT programme each year.

Maintaining of School database: The committee maintains a database of internship/POT schools across Kashmir Division and the contact numbers of the heads of these schools.

Respecting student's choices: The internship committee ensures that the pupil teachers are comfortably placed to focus all their energies towards the practicum.

Deployment of faculty to schools and districts: The supervisors and coordinators visit schools as per the schedule prepared by the POT/internship committee to monitor closely the internship programme.

The senior teachers of the school also monitor the attendance, lesson planning and delivery and other internship activities of the students.

Internship/POT handbook manuals

Inspection by College Teams.

Internship during the pandemic, the institution issued guidelines to the students and the mentors/teacher educators on how to secure the theoretical part and salvaging the practical component in simulation.

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)

Four 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

19

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	No File Uploaded
Any other relevant information	View File

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

11

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

180

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

180

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

Continuous efforts are made to improve the teaching-learning experience by providing teachers with cutting-edge teaching methods through Intensive Teaching Workshops, programmes, FDPs such as orientation, Refresher course and so on. The institution also provides faculty members with training to improve their skills in technology-enhanced learning (e.g., using online learning platforms) and course design (e.g., formulating programme objectives/outcomes and translating the same course-level learning objectives/outcomes). These courses are taught by a combination of internal and external experts.

After ensuring that students are not affected by the absence of any faculty member, staff can take study leave to pursue higher education as part of FDP

Faculty members are encouraged to present their work at national and international seminars and conferences and also to serve as resource persons, examiners, inspection staff, and so on.

All new faculty must go through an induction programme in which senior faculty assist and guide new faculty in lecture preparation, presentation, communication, and supported by the college's Languages Laboratory for overall communication. Individual teachers make extensive use of e-learning resources. Many faculty members use an online learning system to post their presentations, notes, assignments, etc. Our institution provides a welcoming environment for students, faculty, and staff .

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

Internal evaluation in both theory as well as practical components is carried out as per the prescribed norms laid down by the Cluster University Srinagar. Internal Evaluation of the programmes run by the College is conducted by engaging students in different learning activities such as school internship, teaching practice, microteaching, assignments, project work, field exploration, library work, hands on and minds on activities, self-assessment, group pair assessment, lesson planning and demonstration. The institution has prepared a detailed manual of criteria for internal evaluation (course-wise and semester-wise). The conduct of internal evaluation through datasheets/notifications which are issued on proper time and displayed on college notice board and website. Examination committee of the College organizes, supervises and compiles the whole data of Continuous Internal Evaluation so that students will have a "single window system" to address their grievances. The students are also provided remedial support. To maintain regularity and punctuality, the students are required to have 75% attendance in all the subjects in a semester. The awards are communicated to the Cluster University Srinagar before the commencement of semester examination. During COVID-19 Pandemic, the institution has prepared "Teacher Transaction Plan During COVID-19" which also covers Internal Assessment of students during ill times.

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

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

Most of the grievances related to the examination were received by the Institution after the declaration of the result by the Cluster University Srinagar. The grievances submitted by the students are immediately scrutinized, redressed, and communicated for onward submission to the Cluster University Srinagar. All the staff members particularly Examination Committee of the Institution are instructed for due care and cooperation for quick disposal of the student's grievances at their respective quarters.

- If any student has a grievance regarding evaluation of his/her internal assessment, he/she was given an opportunity to clarify the doubts if any. In this situation, the student can approach the concerned teacher and discussed the grievance with him/her. If there is any scope for rechecking/reevaluation of the paper, the student has to submit a proper application to the head of the institution, who finally takes a call in this regard.
- Error detected if any, that is corrected after scrutiny, and if there is any change in the grade for the paper after scrutiny, the grade is submitted again to the examination section who verify the facts before passing the new grade in place of the old grade after scrutiny.

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.

This Institution follows the Academic calendar of the Cluster University Srinagar which reflects time schedule for the different programmes/courses. In consonance with the academic calendar of the Cluster University Srinagar, the Institution also issues its own academic calendar which reflects the details of academic activities including internal evaluation in time. 1. A detailed time schedule is incorporated in the academic calendar of the Institution -Programme-wise and Course-wise with regard to:

- Internal evaluation
- Remedial teaching
- Semester examination
- Admission process
- Orientation of new entrants/need analysis
- Commencement of classwork
- School internship

2. The academic calendar also highlights the need to conduct Library work, Self-Study, and practicum in a time bound manner. 3. In addition, the calendar makes it a point to provide adequate time for electives/optional and pedagogy courses across programmes and the provision for the same must be included in the timetable. 4. Regarding conduct of School Internship/Practice of Teaching, the calendar reflects that the same must be conducted as per the "Manual of Assessment Criteria and Guidelines for Internship" issued by the institution. 5. All the coordinators and heads of the departments implement the academic calendar in letter and spirit.

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.

The teaching learning and internal evaluation are aligned with the stated CLOs & PLOs in the following manner: 1. Prospectus &

orientation programmes in accord with CLOs and PLOs: The prospectus & orientation programs acquaint and inform the studentteachers about the programme requisites in terms of Program Learning outcomes (PLOs) and Course learning outcomes (CLOs) so that the students are orientated beforehand about the objectives of the program. 2. Syllabi/courseware delineating CLOs & PLOs: The syllabi/courseware of each program come with CLOs and PLOs which enables the students and faculty to adhere to the stated PLOs and CLOs. 3. CLOs & PLOs in focus in Transaction plans: this is an important device that enables the teachers carry out the teaching learning process and assessment according to the stated CLOs and PLOs. 4. Internship/School Engagement in terms of CLOs & PLOs: All internship in all programs is conducted according to the set criteria of assessment which are in accord with the stated CLOs and PLOs. The criteria of assessment give the break-up of marks allotted to different areas and indicators. 5. Internal evaluation: The internal evaluation in all programs keeps in mind the CLOs and PLOs.

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	No File Uploaded

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

The institution has designed its CLOs/PLOs in such a manner that they lead progressively to the development of professional and personal attributes in student teachers

Theory classes: all theory classes are conducted according to the

transaction plans that are aligned in terms of knowledge, skills and attitudes. All transaction plans keep in view PLO & CLOs. Due to COVID-19 pandemic the process of streamlining the transaction plan faced a roadblock but the institution still maintained the pace to align various components of the transaction plan to clock student performance in transcript form.

In internship/school engagement: The institution has developed detailed criteria to trace the student progress on school engagement/pre-practice/demonstrations/simulation. The progress is traced in terms of the set criteria, and assessments are made in transcript form giving credence to the holistic development of student teacher as a competent professional.

LMS has been introduced to enhance and monitor learning outcomes in student teachers.

Students are given assignments regarding planning of lesson, demonstration, internship, microteaching, simulated teaching and practice of teaching, which are monitored and supervised by the teaching faculty, students and the practice of teaching schools.

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

142

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.

1. During the session session 2019-20 the institution introduced learning needs assessment where the learning needs of students were assessed and certain learning gaps identified. The institution devised a system where there learning needs are addressed in a manner that students see themselves progressing to the desired goal. The institution is working tirelessly to ascertain and address the learning needs during the course of the programme.

2. During the learning needs assessment most of the students suggested the need for development of communication skills. To cater to this need the institution has been conducting workshops in communication skills for the students of different programmes.

3. The institution has been offering various certificate courses as per the needs of the students. The certificate courses like communication skills, computers, ECCE etc have been introduced to address various needs. Students join various certificate courses as per their learning needs.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

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	
0	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
48	
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	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
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

23

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

6

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	No File Uploaded

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

13

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

665

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

219

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

219

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 college has been live to social issues all these years and has conducted activities towards social development. The college has been conducting these activities in a three-tier manner:

1. Outreach by venturing out of the college during internship or otherwise.
2. Outreach by the nature of clientele addressed.
3. Outreach in terms of academics-in and out of the campus.

The college is affiliated under Unnat Bharat initiative and has adopted 05 villages (fakir Gujri, Dara, New Theed, Saidpora and Burzhama) in 2019-20. Some surveys were also conducted but due to COVID-19 the initiative was hampered.

The college during its normal school engagement encourages students to go for community engagement and other such activities. This component is a part of internship where each-one-teach-one/community engagement/ situational analysis etc are the part of this component.

The NSS wing of the college has been conducting, medical/blood donation camps, no-polyethene drives, mask making drive, out of the campus cleanliness/awareness drives, plantation drives, AIDS awareness, drug abuse awareness, heritage walks, swatch bhara initiatives in schools.

All academic outreach programmes were conducted in order to contribute to community development by way of addressing learning gaps through pedagogic inputs.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

3

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

19

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

19

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

04

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

All of the above

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

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 adequate facilities for teaching learning in terms of classrooms, laboratories and computing equipments. The institution has 27 classrooms besides the following blocks:

1. Laboratory Block
2. Library Block
3. Academic Block
4. School of Education
5. Cafeteria/Toilet Block
6. Auditorium
7. Double Storey GYM/TT Hall
8. PG M.Ed Block
9. Heritage Building
10. Volley Ball Court.
11. History Musuem
12. Chowkidar Hut
13. Administrative Block.

The institution possesses fully equipped smart classrooms and an auditorium with seating capacity of more than 300. The college have

Physical Education Department, IQAC, Research and Publication Centre, Admission Cell, Art Room, Examination Cell, Two Conference Halls, HOD Rooms, besides, a well-equipped ECCE Lab. The institution has a dedicated Computer Lab with networking and internet facility for students. The teaching faculty is keenly making use of E-learning resources like LMS, Google classroom/google mee/WiseApp for further enrichment of teaching learning process. The institution has also developed e-content studio for various courses and the subject wise material is uploaded on the college website. The institution encourages teachers for online assessment of learning and teachers have taken this activity seriously. Most of the teachers take their internal assessments and class tests online using freely available tools. The institution has also 7 laboratories for further enriching teaching learning process.

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

17

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.gcoekmr.org/
Any other relevant information	No File Uploaded

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

330.88

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 has seating capacity for more than 100 users. It is fully automated with all its subsystems like LAN connectivity and Wi-Fi. Library Management Software system is incorporated with latest technologies that enables Library to serve its users more efficiently. The library has a decent collection of Books, Journals, Audio-video materials, photocopying facility, News Papers, e-resources, previous years question papers etc. Library is subscribing e-resources via NLIST for all and also facilitate access to e-resources of University of Kashmir for its faculty members. Library uses state of the art Library automation software SOUL 2.0. RFID was installed and commissioned in 2020. Currently library is fully RFID enabled. This technology has immensely helped library users to get hassle-free service with minimum fuss and human intervention besides helping library to curb on theft on books and other resources. RFID also helps library in doing stock verification with minimum time and efforts. The college is using SOUL 2.0 Library Management System , a complete library automation software designed by INFLIBNET, Ahmadabad. The preference to choose SOUL 2.0 was due to its user friendly interface, and has Acquisition/ Cataloguing/ Module/Circulation /OPAC and Administrative modules.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.gcoekmr.org/Library.aspx
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

Remote access: The college library is subscribing NLIST resources (<https://nlist.inflibnet.ac.in/>) from last many years and offer access to both faculty and students to its e-resources. Once user is registered by the library, NLIST resources can be accessed from anywhere, anytime irrespective of platform and device he/she is using. Thus, immensely helping our students and teachers in their academic pursuits. The NLIST resources have been boon for teachers and students alike during COVID19 as it has helped them in unhindered access to quality resources.

Blog: In addition, librarian of the college also developed Blog (<https://coesgr-library.blogspot.com/>) during COVID19 pandemic to help library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college. The blog also hosted online forms for those students and faculty members who for some reason have forgot username /password of NLIST portal or have not activated their membership can furnish details for quick activation of NLIST membership.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
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

Two 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	No File Uploaded

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

12.93125

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

146

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	http://www.gcoekmr.org/pdf/CertifiedCopiesLedgerPages.pdf
Any other relevant information	View File

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

Three 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 well equipped with the IT facilities. In order to meet the IT related demands of various departments, the institution has an ICT Committee catering to various departments on technical issues. The institution has an established Computer Lab for pupil teachers with latest desktop computers / All-in-one personal computers. In order to facilitate teaching learning process and enhance the productivity of the institution, updates in IT

facilities have been made during the last academic year such as purchase and installation of Interactive Flat displays with Electronic Lecterns and visualizers and Online UPS for classrooms to facilitate teaching learning process. The Institution established E-Content Studio and purchased equipment such as recording system, Server, Video conferencing camera and other accessories along Upgradation of browsing center by purchase and installation of 10 All In One desktops computers, Online UPS for backup etc.

The institution has following internet facilities including Wi-Fi for academic and administrative purposes:

- 2 BSNL internet broadband connections for accessing internet to cater academic and administrative activities with the speed range of 1-100 mbps.
- 3 Jio Fibre connections with 100 Mbps speed for academic purposes.
- 4 BSNL FTTH connections with 200 MBPS speed for different sections of the institution.

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

1:8

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:

D. 50 MBPS - 250MBPS

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

Three of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.gcoekmr.org/e-ContentandInnovations.aspx
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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)

34.39

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The institution has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities. The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained under the supervision of various committees which include members from both teaching and non-teaching staff. Physical verification of the

available consumable & non consumable materials are verified periodically by the different committees constituted after competent approval. The library committee and administration is responsible to purchase, procure books, manuscripts, subscriptions of journals and other materials based on the recommendations from the HOD's and faculty members of different departments of the college. The college library is fully automated with RFID based system in place.

The college has one indoor volley complex and one separate Gym/TT block for learners and staff equipped with latest sports equipment. The College has an ICT Committee that oversees the ICT support facilities of the Computer Systems and other IT related devices. The academic monitoring committee along with Time table committee of the college ensures regular classwork and related activities for the learners in the college. Almost all the classrooms are equipped with ICT facilities.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.gcoekmr.org/Institutional_Policies.aspx
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, 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

All of the above

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
18	149

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).

34

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)

05

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	No File Uploaded

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 institution has a very vibrant and proactive student council. The council has been taking active part in the day to day planning & development of various cultural sports, social, recreational and other educational interests of the students, in the institution. The student council provides scope to contribute in the development of student's leadership skills, programme planning & volunteering. The council promotes the voice of the student body, solve problems in and around the institution. Student council are powerful leadership & learning opportunities. It boosts confidence and improves communication skills, teamwork organization and public speaking. Students learn to take initiatives and lead others. The council in our institution meets weekly and keeps the college establishment updated as to the health of the institution. The student council coordinate with Dean Students welfare. The student council members are also part of various staff council committees where they take an active part and their suggestions are well taken. The council is actively participating in day to day planning and development of academic, sports and cultural activities in the institution. It plays a proactive role through the following:

1. Academic Monitoring
2. Grievance Redressal
3. Institutional Feedback
4. College Committees
5. Organising events

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

7

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	No File Uploaded

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 primary objective is to reconnect, reminisce, and revisit the rich memories, connect with classmates, strengthen the bond, and save the rich experiences gained over the years. The driving force behind QANDEEL-the alumni association of IASE is to encourage vibrant Student-Alumni interactions that would benefit our students in terms of learning, as well as the Alumni in terms of sharing their rich expertise. The Alumni are involved in Institutes activities in a number of different ways. The most visible involvement of the Alumni is by contributing their time to participate in activities of the college, mentoring the students, leveraging their contacts to support College Administration, faculty

and students in their various endeavors.

IASE is a unique institution as far as education in Kashmir is concerned. Hence the role of alumni association is also markedly different from other educational institutions. However, the alumni association of the institution has contributed significantly in many areas towards the institutional development. Some of the major contributions are:

- Mentoring
- Guest Lectures and Career Counselling
- Resource Persons
- Involvement in the in-house Curriculum Development
- Involvement in College Committees

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
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

Three/Four of the above

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

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

1

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

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

The Institution has a good repo and network with alumni and former faculty members. The Alumni of the institute owns its name as "Qandeel". It is the group of students, teachers, administrators, and lawyers. The college periodically convenes meeting of alumni association members and invites their valuable suggestion for the betterment of the college wherein academic and administrative ambience of the college is chalked out.

The Association after its meetings, briefs the principal and presents a summary of the proceedings listing suggestions as evolved during the course of their discussion. The suggestions are then discussed in the general staff meeting so as to incorporate them in the working of the institution, wherever required.

The institution has made it a point to invite eminent alumni members on various occasions like seminars, annual day or any such programmes. The aim is not only to respect their contribution during their stay in the college but also to interact with them so as to draw from their experience the right lessons which could prove beneficial to the working of the institution and helpful in realizing the goal of excellence. Hence, in all the seminars, workshops, conferences, webinars, the Alumni Association forms an integral part.

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 institution always striving for "Excellence in Teacher Education" that highlights the vision of the institution. This is evident from:

- NAAC assessments in 2004 & 2012 with enviable CGPA of 3.52 in the last assessment.
- NAAC peer team in its exit meeting, and in its recommendations in 2012, recommended academic autonomy.

In terms of its mission the following reflects :

Governance/Work culture & climate:

- The college organized all staff meeting to constitute various committees democratically discharging various duties of the college.
- Heads are chosen democratically & by mutual consultation.
- Staff is given responsibilities according to the merit and motivation.
- Non-teaching staff play pivotal role in various committees.
- Students are made part of various committees.
- Student presidium was constituted by voting among students.
- Programs and activities were conducted in a participative atmosphere.

Curriculum & Pedagogy/perspective plans:

The institution:

- By virtue of effective leadership and participative atmosphere, proposed the revision of syllabi as per NCTE for

different courses in teacher education.

Education & Training:

- The practicum, POT and internship part of the program are conducted in a democratic manner
- The institution as per its mission encourages research and innovation in its various programmes where it encourages the learner towards conducting research.

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 encourages decentralization and participative management in its programs & activities.

- In the beginning of each session the committees are formulated that which involves all teaching and non-teaching staff of the college.
- After reviewing the performance of the previous year by various committees the faculty and non-teaching staff is given chance to choose the committees they want to work in.
- It is pertinent to mention that merit is given preference to seniority for the choice of convenors of the committees. In case where the senior's experience is required in that case the senior becomes the head of the committee.
- The selection of deans and staff secretary is done by voting by raise of hands where all staff participates to make the choice.

Non-teaching staff are a part of decision-making process and decentralized system in various committees/activities of the college viz:

- Finance/purchase committee
- college planning, development & construction committee
- physical verification committee
- examination committee
- internal assessment committee
- HRM committee
- Monitoring & aesthetic committee
- hospitality & protocol

Students' participation and decisions:

- Student presidium is constituted by voting among students.
- Round the year the students also get chance to give feedback on various issues.

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

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

Academic transparency:

The institution has a transparent mechanism in all areas of academics viz;.

In the Admission process: Admission process begins from the cluster university, Srinagar that conducts entrance tests for all the programs of the college.

In conduct of Classwork: The classwork/internship is conducted on the basis of transaction plan& assessment criteria, therefore, the institution tries its best to set a common standard.

In Assessments & examinations: Before the award goes to the university the students are given chance for grade improvement.

Financial Transparency:

- **Transparency in Purchases:** In order to ensure transparency in all areas related to purchases, the institution makes all its

purchases from the Govt. e-market (GEM).

- Transparency in financial decision making: All payments and disbursing them is done through BEAMS.
- Transparency in Payrolls: The institution practices the online submission of salary bills in the treasuries by the DDO through the IT enabled "JKPaySys".

Transparency in administration:

- In Decision making.
- Dissemination of decisions taken.
- Monitoring/appraisal:
- Feedback: Feedback taking on various personnel and areas is taken which enables the institution to make performances and lapses known.
- Use of ICT:
 - The institution uses Biometric attendance for staff as well as the students.

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

The strategic plan is to create and nurture the environment of constructive changes and innovation in order to achieve the goals in the vision and mission statements. The institution prepares teacher educators providing quality education and conducive learning environment. The college has been live to the changes in the sphere of teacher education at the national level and has taken concrete steps towards introducing new curricula in light of NCTE and Justice Verma Committee recommendations.

One of the major achievements is introduction of the 3 year integrated B.Ed/M.Ed program keeping in view the need to introduce a program for prospective teachers in line with the requirements for

the 21st century teaching and learning process. Thorough consultations were carried out among the faculty members about the introduction of an integrated B.Ed / M.Ed program. It was followed with a 3 day workshop with the faculty from TISS, Mumbai who shared their experience and insight with the faculty members. The workshop focused at allowing the faculty to acquaint themselves with the course structure, infrastructure requirements in terms of the resources available, program learning objectives and the course learning objectives. The proposal for starting Ph.D. programme stands submitted to the University.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.gcoekmr.org/pdf/STRATEGIC_DEVELOPMENT_DEPLOYMENT_DOCUMENT.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.

Women's Studies centre conducts many outreach programs, and different workshops and seminars on various themes of women leading to women empowerment.

Research Hub The college has established its state-of-the-art research centre in 2020 that connects all education departments in valley colleges in its network as spokes to conduct research on various issues of education.

ECCE Centre (Hub) consequent to the NEP-2020 we focus on early childhood care and education. ECCE centre that is working as a hub for colleges across valley having ECCE centres in their campus.

Centre for Specially-Abled This centre was aims to make the institution friendly towards specially abled people.

Innovation & Action research Cell:

The centre carries innovations in pedagogy and assessments like 4C lesson plan has been developed for schools of Indian context

Gandhi & Peace Studies Centre: The centre has signed an MOU with

Gandhi Smriti & Darshan Samiti (GSDS) New Delhi to conduct various programs highlighting Gandhian values and non-violence.

Unnat Bharat Abhiyan (UBA):

UBA Centre was established in the college to connect the institution with the community college has adopted 05 villages in Harwan area of District Srinagar.

File Description	Documents
Link to organogram on the institutional website	http://www.gcoekmr.org/ORGANOGRAM.aspx
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

All 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 organizational structure of the institution comprises of several bodies/ committees within the institution. That are entrusted with different responsibilities to strengthening the institution, building infrastructure, ensuring academic progression, adopting new pedagogies, research and innovation, procurement of goods and

purchases, library enrichment/up gradation and community development. The IQAC takes several initiatives such as:

- Preparation of the academic calendar
- Transactional plan for each academic year
- Carrying out Academic audits
- Feedback collection and analysis(Students)
- Feedback collection and analysis (Teachers)

One of the most important decisions taken by the IQAC for maintenance of academic quality was a special transaction plan that it came up with during the COVID-19 pandemic for both theory and practicum purposes.the transaction plan for theory was designed the address for course learning outcomes through knowledge component, skill component and attitude component. For practical purposes IQAC came up with a special POT / Internship/ Implementation/ Mentoring format.

The following components were covered under the special transaction plan

- General concept of constructivist/behaviorist/5E/ 5step/ 4C lesson plan
- Knowledge construction
- Learner autonomy
- Learner diversity
- Inclusiveness
- Formulation of Learning outcomes (Subject and language pedagogy)
- Lesson planning (both subjects and Languages)
- Formulation of assessments.

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 institution takes ample number of welfare measures both for its Teaching and Non-Teaching staff.

Welfare Measures For Teaching Staff:

1. Welfare measures (Academic)

- The institute ensures facilitation of process/procedure required for attaining higher qualification.
- Faculty members are encouraged to associate with State, National and International Professional bodies.
- The college organizes several programs for building the professional competencies of its faculty members from time to time.

1. Welfare measures (Administrative)

- Ensures prompt facilitation of bank loans/ GPF loans.
- The institution has a browsing center for the faculty members.
- Childcare leave is given to teachers in case of exigencies.

Welfare Measures For Non-Teaching Staff

1. Welfare measures (Financial)

- The teaching faculty of the college contributes a fixed amount of money (Rs100) every month towards its Community development fund, which is utilized for several welfare measures,
- The institution provides help with smooth facilitation of bank/ GPF loans.
- Soft skills and personality development courses are offered to the non-teaching staff for skill enhancement.
- The institution extends its initiative of taking up welfare measures beyond its teaching and non-teaching staff.
- Carrying forward its initiative of taking up welfare measures beyond its boundaries the institution has adopted an area "Boat Colony, ChinarBagh" Dalgate, Sriangar.

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

2

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	No File Uploaded
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.

7

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	No File Uploaded

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

14

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 college has a performance appraisal system in place for Teaching and non-teaching staff.

For teachers:

1.Feedback system:

The performance of teaching staff of the college is assessed and appraised on the basis feedback from the students.

2.Annual performance report:

Each teacher is appraised on the basis of annual performance report which is filled by the principal of the college.

For Nonteaching staff:

The performance of non-teaching staff is appraised by institutional

feedback. They are appraised on various parameters by the students.

1. Annual Performance report:

The non-teaching staff is also appraised on the basis on annual performance report that's recorded by the head of the institution on a given format.

2. Feedback system:

The performance of non-teaching staff of the college is assessed and appraised on the basis institutional feedback from the students. The feedback form is filled by students and all areas about support provided to students. This objective and transparent appraisal helps the institution to scale up the benchmarks of performance on one hand and enables the students get the best from the institution.

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 College has a Finance/Audit and Purchase Committee which is tasked with ensuring conformity to laid down mechanisms and procedures to ensure financial discipline, prudence, transparency, and accountability. Moreover, audits are conducted from time to time by various Government agencies such as the Directorate of Audit and Inspection, Finance Department, and the Accountant General A&E, and also sometimes by the Higher Education Department itself.

Mechanism for settling audit objections: As a consequence of the audits conducted by the various agencies mentioned above, lapses in fulfilling codal formalities, if any, whenever brought to our notice by the audit parties from time to time are discussed in the college

and if compliance (such as recovery etc.) is possible and feasible it is done in due course.

However, if compliance is not an option or if sanctions need to be sought from competent authority for an expenditure already incurred which the audit party has rightly deemed excessive or unwarranted, or in violation of the book of financial powers or the GFR etc, the matter in such cases is taken up with the competent authority and retrospective sanctions sought from them.

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	No File Uploaded

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	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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 College is a Government funded institute and therefore the requirement of funds for expenditure under Revenue as well as Capex components of the budget are meted out of allocations received from the UT/State budget allocations as sought in our Budget Estimates and Revised Estimates for the financial year concerned. Every year

revised budget estimates for the current financial year and budget estimates for the upcoming financial year under Capital and revenue expenditure heads are projected after due consultation from the various stakeholders. Moreover, priority wise yearly Campus Development Plans/ Capex Action Plans, sometimes for up to three years (and generally for the ensuing financial year) on infrastructure augmentation and development proposals are communicated to the Administrative Department with DPRs from various agencies, wherever applicable, for further perusal by the concerned authorities.

Optimal utilization of resources: Keeping in line with the norms, the college has set up various committees such as the Advisory, Development, Purchase, Internal Audit, Purchase, Auction, Legal Affairs etc., to name a few. These committees have college teaching as well as non-teaching staff as members with each one having its own convenor. The members of the committees are elected/ selected at the beginning of every academic year.

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 academic quality is looked after primarily by IQAC, curriculum review committee and practical manuals committee. The administrative and financial quality is looked after by various committees like advisory, purchase and college development committees.

Steps taken by IQAC, curriculum review committee, ICT cell, internship manual committee towards institutionalizing quality:

- The IQAC/curriculum review committee of the institution conducts meetings and discussions and takes feedback from various stakeholders.
 - Introducing/proposing new programmes.
 - Review of existing curriculum to ensure the quality.
 - Enhancement of quality of teaching learning by

introducing transaction plans for theory courses and internship during COVID.

- Adherence to PLOs/CLOs.
 - Integrating ICT in teaching learning
 - Guidelines for conduct of internship/school engagement during COVID-19.
 - Preparation of academic calendar, newsletter and prospectus.
 - Preparation of lesson plan handbooks in subject, language and microteaching
 - Feedback taking and process and action.
- The advisory, purchase and college development committee have seen to it that quality is assured in other areas of management:
 - Decisions taken in committees.
 - Purchases through GEM portal
 - BEAMS for (budgeting estimation, allocation and monitory system)
 - Using JKPAYSIS (for salary and other transfers to employees)
 - EPM portal (employees monthly performance monitoring portal)

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	No File Uploaded

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 college reviews and assesses teaching-learning process from time to time. There are different bodies which evaluate and assess teaching learning.

1. IQAC: IQAC is one such body that evaluates teaching learning atmosphere. The IQAC uses the following tools to assess and redeploy teaching learning from time to time:
 1. Feedback: feedback taking keep tabs on the teaching learning process and overall institutional academic functioning.

2. Transaction plans for theory courses: The IQAC has introduced transaction plans for the faculty to be developed and teaching accordingly according to the stated PLOs/CLOs.
3. Transaction Analysis: It is a questionnaire that enables IQAC to collect information from faculty about the teaching learning going on.
4. Development of Transaction plans for school engagement during COVID-19 Pandemic.
5. Development of criteria manual for school engagement.

2. Practical manual/handbook committee: It is charged with the responsibility to develop material for school internship and has come up with Lesson plans handbook (for language and subject for the year 2020-21).

3. Curriculum review committee: It recommends timely updating of curriculum which facilitates the teaching learning process.

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

07

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	No File Uploaded

6.5.4 - Institution engages in several quality

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.gcoekmr.org/ActivitiesandMinutes.aspx
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.gcoekmr.org/AQAR.aspx
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Incremental improvements for second and subsequent cycles:

- 1. Introduction of new programmes and refinement in the existing ones: The institution enhanced the duration of all its existing Teacher Education programmes from 1-year to 2-year and added new courses like MA Education in line with NAAC second cycle recommendations the college was elevated to the current status. The college did not stop there but introduced**

3-year integrated B.Ed.M.Ed. programme in 2018.

2. Establishment of Research hub in Education: The research centre was established in 2020. It is a hub centre which shall guide, hand-hold research initiatives in the discipline of education in Kashmir division.
3. Establishment of ECCE hub under NEP-2020: The centre for Early childhood care and education was established in 2020 as a hub centre for the conduct of ECCE programs for Kashmir Division.
4. Centre for differently-abled: The centre for Specially-abled was established in 2021
5. Material and Content development for practicum and school internship: The institution has come out with detailed lesson plan handbooks, microteaching, handbooks, setting criteria of assessment for different components.

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.

A green campus is a cleaner, safer and healthier place to live and work and also a place where environmentally friendly practices and education combine to promote sustainable and eco-friendly practices in the campus. Environment safeguarding is under way in the college campus. The following are the green practices that are initiated in the campus to promote eco-friendly practices in the campus.

- Power management features are activated on computers, printers etc.
- Unnecessary lights are turned off and it is ensured daylight wherever possible.
- LED lights are used in place of incandescent lamps. All the earlier incandescent lamps have been removed from the campus.
- Use of fans is ensured to save unnecessary usage like putting the fan off when the room or halls are empty.
- All the appliances like chargers, faxes, printers are unplugged when not in use

- Air conditioners are used occasionally.
- In winters the use of coal Bukharis was eliminated due to COVID-19 Pandemic.
- The college has a stated energy policy which is displayed in the campus on the flex board.
- The college has written to the higher education more than once for installation of alternate, eco-friendly solar energy system in the campus.

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.

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

1. **Solid waste management:** Dust bins are provided in the campus to keep the campus clean, neat and tidy. Awareness on segregation of waste is created and blue, green and red dust bins are used. Transport arrangements are made for solid waste management. Compost arrangements are also made to convert solid waste into fertiliser/manure. Vermi compost unit has been established within the college campus. Vermiculture under the banner 'go green movement' with the moto of reduce, recycle and reuse there is a vermiculture yard for the production of vermicompost.
2. **Liquid waste management:** practical labs like Bio-science, physical science and environmental science have taken measures to ensure that all the chemicals are diluted before discarding in wash basin. Glassware used in the laboratories are segregated into organic and in-organic waste. Inorganic wastes are neutralised before disposal.
3. **E-waste management:** Awareness programs are initiated on e-waste management. to sanitise the students and the staff to encourage e-waste management practice. The non-functional computers, equipment and its peripherals are safely disposed. UPS batteries are recharged/repaired/exchanged by the suppliers. The low configuration computers are donated to needy schools.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

providing the following facilities:

1. Dustbins are provided in the campus to keep it clean, neat and tidy. Awareness on segregation of waste is created as blue, green and red dustbins. Transport arrangements are made for solid waste management.
2. We have made plastic free campus. Student volunteers of NSS conduct clean and green programs in order to generate awareness about green and peaceful earth. Special awareness programmes are organized on plastic free environment in and around the campus. Sufficient dustbins are placed in the appropriate places and Swachh Bharat slogans are also displayed.
3. We are trying to make the office paperless so as to reduce use of paper in the campus. Student and staff database, fee and salary management have been digitized leading to lesser use of paper.
4. College Admission Process is not completely digitised.
5. E-learning has been expedited due to COVID-19. This has led to increased use of ICT tools and platforms that has minimised use of paper in the institution.
6. The college campus, although quite small, is dotted with majestic chinar trees and plants that make the environment carbon dioxide free.

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

Four 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)

0.31

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	No File Uploaded

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 institution through its initiatives leverages local environment by sensitizing, highlighting and bring to light different concerns. Women's Studies Centre has conducted programmes and workshops highlighting issues concerning the local women.
- The other area of concern is locational knowledge, the institution has been live to its ecological responsibility by conducting programmes concerning the fragile topography of the region.
- The college has taken peace initiatives by establishing Gandhi and Peace Studies Centre in its campus. Different activities have been conducted to promote peace and non-violence in this conflict stricken valley. The college is also written to

UNESCO Peace Network for partnering with Peace Initiatives.

- Unnat Bharat Abhiyan of the college is working with local community to help the local population by providing different amenities and resources to benefit them. In this regard the college has adopted 5 villages in the outskirts of district Srinagar where villages surveys have been conducted.
- The college has worked closely with schools by engaging in Pedagogic Deployment and Experimentation. The College Innovation Cell has developed its own lesson plan namely 4C Lesson Plan for the schools, keeping in view the context and location

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

B. Any 3 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

The institution has been performing in all its thrust areas be it curricular and co-curricular.

1. Internship across the UT: We have been all along conducting practice of teaching in the area of school engagement across the lengths and breadths of the UT. Since the college drew students from all the three divisions of the erstwhile State, that is, Jammu, Kashmir and Ladakh. Very early the college would conduct practice of teaching (school engagement) in few of the nearby districts of the college.
2. Constructivist pedagogy/Material development: The college has not only brought significant changes in the content of its programmes but introduced new 2-year integrated B.Ed-M.Ed. Programme. The introduction of new programs in addition to bringing changes in erstwhile courses in light of NCFTE-09 hurred challenges for the college in the form of meeting new theory with compliant and equivalent practice. This challenge was felt compellingly in the field of pedagogy. The faculty rose up to this challenge by organizing meetings and workshops among its own teaching faculty to come out with not only a consensus road map for pedagogy but to actually develop handbooks and materials to guide our own students and other

institutions of teacher education.

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

The college has always been striving to reach newer milestones in light of its stated mission and vision. In recognition to its distinctive service in teacher education the college was upgraded to Institute of Advanced Studies in Education.

When our institution became the constituent college under Cluster University, Srinagar which brought greater academic autonomy, we lost no time to use this autonomy to undertake an overhaul in curriculum in teacher education according to the NCTE guidelines. The institution did not only increase the duration of various teacher education programs but undertook the enrichment of the courses significantly. Not only this, the college was among the first teacher education institutions of the UT to start integrated B.Ed.M.Ed program.

The college is also in the process of introducing integrated B.Sc-B.Ed /B.A.-B.Ed and UG Honors courses.

The college closely works with School Education Department to organise training programs after identifying the needs and requirements of schools. It is due to the proactive approach of this institution that the college was made Hub College for Research & innovation and early childhood care and education (ECCE). Many other colleges shall function as Spoke College in research and ECCE under the guidance of our institution.

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

NAAC